

Standards Correlated to **Teaching through Text Sets: Citizenship and Government 20194**

**New York Core Curriculum**

**Grade 5**

**Social Studies**

STRAND / DOMAIN NY.1. History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

CATEGORY / CLUSTER 1.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

STANDARD 1.1.2. Students understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.

Correlated Lessons:

**Objective 8: Know public character traits that contribute to the health of American democracy, such as civility, respect for the rights of other individuals, respect for the law, open-mindedness, negotiation, civic-mindedness, and patriotism.**

Introductory Text, page 16; Anchor Text, page 18; Extension Text, page 28; Culminating Unit Assessment, page 31

STANDARD 1.1.3. Students explain those values, practices, and traditions that unite all Americans.

Correlated Lessons:

**Objective 8: Know public character traits that contribute to the health of American democracy, such as civility, respect for the rights of other individuals, respect for the law, open-mindedness, negotiation, civic-mindedness, and patriotism.**

Introductory Text, page 16; Anchor Text, page 18; Extension Text, page 28; Culminating Unit Assessment, page 31

CATEGORY / CLUSTER 1.3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

STANDARD 1.3.2. Students classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious.

Correlated Lessons:

**Objective 9: Understand historical figures who believed in the fundamental democratic values and the significance of these people both in their historical context and today.**

Supporting Text 1, pages 20 and 22

CATEGORY / CLUSTER 1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

STANDARD 1.4.1. Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.

Correlated Lessons:

**Objective 9: Understand historical figures who believed in the fundamental democratic values and the significance of these people both in their historical context and today.**

Supporting Text 1, pages 20 and 22

STANDARD 1.4.3. Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Correlated Lessons:

**Objective 9: Understand historical figures who believed in the fundamental democratic values and the significance of these people both in their historical context and today.**

Supporting Text 1, pages 20 and 22

STRAND / DOMAIN NY.2. World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

CATEGORY / CLUSTER 2.1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

STANDARD 2.1.1. Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses.

Correlated Lessons:

**Objective 9: Understand historical figures who believed in the fundamental democratic values and the significance of these people both in their historical context and today.**

Supporting Text 1, pages 20 and 22

CATEGORY / CLUSTER 2.4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

STANDARD 2.4.1. Students consider different interpretations of key events and developments in world history and understand the differences in these accounts.

Correlated Lessons:

**Objective 9: Understand historical figures who believed in the fundamental democratic values and the significance of these people both in their historical context and today.**

Supporting Text 1, pages 20 and 22

STRAND / DOMAIN NY.5. Civics, Citizenship, and Government: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

CATEGORY / CLUSTER 5.1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994).

STANDARD 5.1.1. Students know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.

Correlated Lessons:

**Objective 8: Know public character traits that contribute to the health of American democracy, such as civility, respect for the rights of other individuals, respect for the law, open-mindedness, negotiation, civic-mindedness, and patriotism.**

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- CATEGORY / CLUSTER 5.2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994).
- STANDARD 5.2.2. Students understand the basic civil values that are the foundation of American constitutional democracy.

Correlated Lessons:

**Objective 8: Know public character traits that contribute to the health of American democracy, such as civility, respect for the rights of other individuals, respect for the law, open-mindedness, negotiation, civic-mindedness, and patriotism.**

Introductory Text, page 16; Anchor Text, page 18; Extension Text, page 28; Culminating Unit Assessment, page 31

- CATEGORY / CLUSTER 5.3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.
- STANDARD 5.3.1. Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.

Correlated Lessons:

**Objective 10: Know the Pledge of Allegiance and patriotic songs, poems, and sayings that were written long ago and understand their significance.**

Supporting Text 2, page 24

- STANDARD 5.3.2. Students examine what it means to be a good citizen in the classroom, school, home, and community.

Correlated Lessons:

**Objective 11: Understand why civic responsibility is important and know examples of civic responsibility.**

Supporting Text 3, page 26

**Objective 8: Know public character traits that contribute to the health of American democracy, such as civility, respect for the rights of other individuals, respect for the law, open-mindedness, negotiation, civic-mindedness, and patriotism.**

Introductory Text, page 16; Anchor Text, page 18; Extension Text, page 28; Culminating Unit Assessment, page 31

STANDARD 5.3.5. Students understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.

Correlated Lessons:

**Objective 11: Understand why civic responsibility is important and know examples of civic responsibility.**

Supporting Text 3, page 26

**Objective 8: Know public character traits that contribute to the health of American democracy, such as civility, respect for the rights of other individuals, respect for the law, open-mindedness, negotiation, civic-mindedness, and patriotism.**

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