

Standards Correlated to **Teaching through Text Sets: Colonial America 20189**

**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	1.3. 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 11: Know how to view the past in terms of the norms and values of the time.**

Introductory Text, page 16

**Objective 12: Understand economic life in the New England, Chesapeake, and Southern colonies.**

Anchor Text, page 18

**Objective 13: Know of problems in the past, the different perspectives of those involved, the choices people had, and the solutions they chose.**

Supporting Text 1, pages 20 and 22

**Objective 14: Understand that “acceptable” human behavior varies from culture to culture and from one time period to another, but there are some behaviors that are “unacceptable” in almost all cultures, past and present.**

Supporting Text 2, page 24

**Objective 15: Understand elements of African slavery during the colonial period in North America.**

Supporting Text 3, page 26

**Objective 16: Understand peaceful and conflicting interaction between English settlers and Native Americans in the New England, Mid-Atlantic, Chesapeake, and lower South colonies.**

Extension Text, page 28

**Objective 17: Understand growth and change in the European colonies during the two centuries following their founding.**

Culminating Unit Assessment, page 31

- 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.

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- 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 11: Know how to view the past in terms of the norms and values of the time.**

Introductory Text, page 16

**Objective 13: Know of problems in the past, the different perspectives of those involved, the choices people had, and the solutions they chose.**

Supporting Text 1, pages 20 and 22

STANDARD 2.1.2. Students explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.

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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.

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STANDARD 2.4.3. Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

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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

5.4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

STANDARD 5.4.1. Students show a willingness to consider other points of view before drawing conclusions or making judgments.

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