

Standards Correlated to **Teaching through Text Sets: Constitution and Government 20191**

**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 10: Know how American democracy is expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.**

Introductory Text, page 16; Culminating Unit Assessment, page 31

**Objective 11: Know that the Constitution describes how the government is organized, defines and limits the powers of government, and is the highest law in the land.**

Anchor Text, page 18; Extension Text, page 28

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

Correlated Lessons:

**Objective 10: Know how American democracy is expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.**

Introductory Text, page 16; 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 12: 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 13: Understand that specific decisions and events had an impact on history.**

Supporting Text 2, page 24

**Objective 14: Understand that specific individuals had a great impact on history.**

Supporting Text 3, page 26

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 12: 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 13: Understand that specific decisions and events had an impact on history.**

Supporting Text 2, page 24

**Objective 14: Understand that specific individuals had a great impact on history.**

Supporting Text 3, page 26

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 12: 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

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 12: 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 specific individuals had a great impact on history.**

Supporting Text 3, page 26

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.

Correlated Lessons:

**Objective 12: 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

CATEGORY /  
CLUSTER

2.2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

STANDARD

2.2.4. Students compare important events and accomplishments from different time periods in world history.

Correlated Lessons:

**Objective 13: Understand that specific decisions and events had an impact on history.**

Supporting Text 2, page 24

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 12: 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 specific individuals had a great impact on history.**

Supporting Text 3, page 26

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.

Correlated Lessons:

**Objective 12: 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

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 10: Know how American democracy is expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.**

Introductory Text, page 16; Culminating Unit Assessment, page 31

- 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 5.2.1. Students explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States.

Correlated Lessons:

**Objective 10: Know how American democracy is expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.**

Introductory Text, page 16; Culminating Unit Assessment, page 31

**Objective 11: Know that the Constitution describes how the government is organized, defines and limits the powers of government, and is the highest law in the land.**

Anchor Text, page 18; Extension Text, page 28

- STANDARD 5.2.2. Students understand the basic civil values that are the foundation of American constitutional democracy.

Correlated Lessons:

**Objective 10: Know how American democracy is expressed in documents such as the Declaration of Independence, the**

**Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.**

Introductory Text, page 16; Culminating Unit Assessment, page 31

- STANDARD 5.2.3. Students know what the United States Constitution is and why it is important. (Adapted from The National Standards for Civics and Government, 1994).

Correlated Lessons:

**Objective 10: Know how American democracy is expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.**

Introductory Text, page 16; Culminating Unit Assessment, page 31

**Objective 11: Know that the Constitution describes how the government is organized, defines and limits the powers of government, and is the highest law in the land.**

Anchor Text, page 18; Extension Text, page 28

- STANDARD 5.2.4. Students understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government.

Correlated Lessons:

**Objective 10: Know how American democracy is expressed in documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.**

Introductory Text, page 16; Culminating Unit Assessment, page 31

**Objective 11: Know that the Constitution describes how the government is organized, defines and limits the powers of government, and is the highest law in the land.**

Anchor Text, page 18; Extension Text, page 28

- 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 5.3.4. Students examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State.

Correlated Lessons:

**Objective 10: Know how American democracy is expressed in**

**documents such as the Declaration of Independence, the Preamble to the United States Constitution, and the Bill of Rights, as well as in American songs, stories, and speeches.**  
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