

Map: **Social Studies Grade 5 Naughton & Previdi** Type: **Consensus** Grade Level: **5** School Year: **2008-2009**Author: **Justine Previdi** District/Building: **Island Trees/Island Trees Middle School**Created: **07/21/2009** Last Updated: **07/21/2009**This map copied from: **Social Studies Grade 5 (DBQ Version PREVIDI Revised)** by **Darlene Means**

	Essential Questions	Content	Skills	Assessments	Standards/PIS	Resources/Notes	
Unit 1	<p>GEOGRAPHY</p> <p>How and why are maps important in our lives?</p> <p>How do we use maps to help us locate specific places and physical features on the earth?</p> <p>Why are maps essential tools for understanding our environment?</p> <p>NYS SOCIAL STUDIES TEST PREPARATION</p> <p>How can ELA strategies help us to succeed on the NYS Social Studies Assessment?</p> <p>Why is it important to use constructed response questions when answering DBQ essays?</p> <p>How does the DBQ organizer help us to organize our ideas and information for the essay?</p> <p>EARLY CIVILIZATIONS</p> <p>How did the achievements of the early people of the Western Hemispheres affect our modern civilization?</p> <p>What factors affected the changes in early civilizations?</p> <p>How do the cultural contributions from the past, play a role in our lives today?</p>	<p>Geography and Western Hemisphere</p> <p>GEOGRAPHICAL CONCEPTS:</p> <p>CARDINAL DIRECTIONS</p> <p>INTERMEDIATE DIRECTIONS</p> <p>SYMBOLS</p> <p>LEGENDS</p> <p>INTERNATIONAL BOUNDARIES</p> <p>STATE BOUNDARIES</p> <p>POLITICAL MAP</p> <p>PHYSICAL MAP</p> <p>SCALE</p> <p>DISTANCE</p> <p>TRACE ROUTES</p> <p>MILE MARKERS</p> <p>SPECIAL MAPS</p> <p>PURPOSE MAPS</p> <p>MAP GRIDS</p> <p>LATITUDE</p> <p>LONGITUDE</p> <p>CLIMATE ZONES</p> <p>TIME ZONES</p> <p>BAR GRAPH</p> <p>CIRCLE GRAPH</p> <p>LINE GRAPH</p> <p>TEST PREPARATION:</p> <p>MULTIPLE CHOICE STRATEGIES</p> <p>RAFT TECHNIQUE (BODY) PARAGRAPHS FOR (ESSAYS)</p> <p>RESTATE</p>	<p>GEOGRAPHY</p> <p>DBQ Planning, Writing and Grading Expectations</p> <p>Skill Based Constructed Response Expectations</p> <p>Review names of continents and oceans</p> <p>Locate places on the map using cardinal and intermediate directions</p> <p>Identify symbols and legends, international and state boundaries on maps</p> <p>Compare and contrast political and physical maps</p> <p>Measure scale and distance</p> <p>Trace routes on maps and identify mile markers</p> <p>Identify and use special purpose maps</p> <p>Label and find places on map grids</p> <p>Recognize and locate the Western Hemisphere on a World Map</p> <p>Identify lines of longitude (meridians) and lines of latitude (parallels)</p> <p>Compare and contrast latitude and longitude, locate and label significant lines on maps</p> <p>Explain climate zones</p>			<p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K1-1E</p> <p>SS3-K2-1A</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p> <p>SS1-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K1-1C</p> <p>SS2-K2-1A</p> <p>SS2-K2-1B</p> <p>SS2-K2-1D</p> <p>SS2-K3-1A</p>	

ANSWER	Label time zones and calculate changes
FOR EXAMPLE	
TIE IT TOGETHER	Read, interpret and create bar, line and circle graphs
	TEST PREPARATION
ICE TECHNIQUE	Multiple Choice Questions
INTRODUCE	
CITE	Read and identify important words, phrases within each question
EXPLAIN	Get rid of the silly answers
ESSAY FORMAT	
DBQ ORGANIZER	Look at pictures, graphs, charts and captions
EARLY CIVILIZATIONS:	CONSTRUCTED RESPONSE
Elements that make up a civilization	Use RAFT or ICE format to add details to written responses
Three different civilizations:	
MAYA	Restate the questions, echo answer, TTQA
AZTEC	Answer the questions
INCA	For example, use transitions and explain your thinking
CHARACTERISTICS OF MAYA, AZTEC, INCA:	Tie it together (In closing, Clearly, Therefore, In summary)
FARMING AND FOOD	
FORMS OF WRITING	DBQ ORGANIZER
BUILDING OF STRUCTURES	Model how to set up organizer
BELIEF SYSTEMS	Practice completing and transferring notes from organizer into essay form
GOVERNMENTS	
LANGUAGES	DBQ ESSAY
WARS	Include introduction,
CULTURAL CONTRIBUTIONS	Body paragraphs (use sentence starters and explanations) at least 2 -3 sentences when explaining,
	Conclusion
	EARLY CIVILIZATIONS
	Discuss the elements that make up a civilization
	Identify complex systems of government
	Describe the various

styles and methods of
educations

Distinguish different
religious practices
among the civilizations

Differentiate between
forms of written
communication

Explain how
civilizations expanded
and decreased

Identify importance of
farming to the
development of
communities

Explain specialization of
jobs and its importance
in the civilization

Understand how the
early peoples designed
and built roads and
structures

State the beliefs that
influenced the
development of each
culture

Compare and contrast
the contributions from
each civilization

**VOCABULARY TERMS
(Geography)**

Acid Rain

Antarctic Circle

Arctic Circle

Arid

Climate

Cultural Diversity

Ethnic Groups

Geographic Factors

**Geographic
Features/Areas**

Geological Processes

Global Warming

Globe

Irrigation

			<p>Isthmus</p> <p>Landforms</p> <p>Latitude</p> <p>Longitude</p> <p>Meridians</p> <p>Parallels</p> <p>Physical Characteristics</p> <p>Physical Features</p> <p>Physical Setting</p> <p>Population Density</p> <p>Prairies</p> <p>Rural</p> <p>Scale</p> <p>Suburban</p> <p>Symbols</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Urban</p> <p>Urbanization</p> <p>Western Hemisphere</p> <p>VOCABULARY TERMS (Early Civilization)</p> <p>Artifacts</p> <p>Aztecs</p> <p>Culture Groups</p> <p>Incas</p> <p>Mayas</p> <p>Social/Cultural Exchanges and Connections</p>		
Unit 2	<p>PERIOD OF EXPLORATION</p> <p>How did the meeting of Columbus and the Taino people change the world?</p> <p>For what purposes did early explorers sail across the Atlantic Ocean to the Western Hemisphere?</p> <p>How did early explorers shape the</p>	<p>PERIOD OF EXPLORATION</p> <p>CONCEPTS:</p> <p>Christopher Columbus's expeditions</p> <p>The Columbian Exchange</p>	<p>PERIOD OF EXPLORATION</p> <p>DBQ Planning, Writing and Grading Expectations</p> <p>Skill Based Constructed Reponse Expectations</p>	<p>SS1-K1-1A</p> <p>SS1-K1-1B</p> <p>SS1-K1-1C</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K2-1D</p> <p>SS1-K3-1C</p> <p>SS1-K4-1A</p>	

New World?	Hernando Cortes conquers Mexico		SS1-K4-1B
GOVERNMENT	Spanish conquistadors		SS1-K4-1C
How did the development of the thirteen colonies lead to independence and self-government?	Portuguese explorers	Explain the main purposes for Christopher Columbus's voyages to the New World	SS2-K1-1A
	Dutch, Italian, English, and French explorers		SS2-K1-1B
			SS2-K1-1C
			SS2-K2-1A
How did the beliefs shared by our founding fathers shape our country's government?	The Northwest Passage	Identify the causes and effects of the Columbian Exchange	SS2-K2-1B
	COLONIZATION AND THE ROAD TO SELF-GOVERNMENT	Explore the reasons why Hernando Cortes easily conquered the Aztec Empire	SS2-K2-1D
Why is government important to us?	CONCEPTS:	Define and characterize other Spanish explorers and conquistadors and show their effect on the peoples of the Western Hemisphere	SS2-K3-1A
	THE THIRTEEN COLONIES		SS2-K3-1B
What is the role of citizens in our country's democratic government?	The New England colonies		SS2-K4-1A
	The Middle colonies	Identify explorers from Portugal and the lands that they claimed	SS2-K4-1B
	The Southern colonies	Distinguish among other European explorers and label lands they claimed for their sponsors	SS2-K4-1C
How did Washington DC become the capital of the United States?	GOVERNMENT CONCEPTS:		SS3-K1-1A
	MAYFLOWER COMPACT	Describe the Northwest Passage and show why it was not a success	SS3-K1-1B
How does Washington DC play a role in our government?	ARTICLES OF CONFEDERATION	COLONIZATION AND THE ROAD TO SELF-GOVERNMENT	SS3-K1-1C
	DEMOCRACY	Label and identify the original thirteen colonies	SS3-K1-1D
How can I teach main idea and details on our rights and responsibilities using <i>Our Civil Life: Democraft and Responsibilities?</i>	REPUBLIC		SS3-K1-1E
	THE THREE BRANCHES OF GOVERNMENT	Discuss the people, natural resources and geographic features of the three groups of colonies	SS3-K2-1A
How can I teach making inferences on practicing democratic ideals using <i>Our Civil Life: Democraft and Responsibilities?</i>	FEDERAL, STATE AND LOCAL GOVERNMENT	GOVERNMENT CONCEPTS	SS4-K1-1A
	CITIZENSHIP	Discuss the evolution of government in the thirteen colonies including the Mayflower Compact, Articles of Confederation, The Constitution and The Bill of Rights	SS4-K1-1B
How can I teach fact versus opinion on making good decisions in a democracy using <i>Our Civil Life: Democraft and Responsibilities?</i>	CIVIL RIGHTS AND RESPONSIBILITIES		SS4-K1-1C
	PRIMARY SOURCE		SS4-K1-1D
	SECONDARY SOURCE		SS4-K1-1E
	ORAL HISTORY		SS5-K1-1A
	WASHINGTON DC	Describe what a democratic and republic government is	SS5-K1-1B
	Development as nation's capitol	Distinguish between the three branches of	SS5-K1-1C
			SS5-K1-1D
			SS5-K2-1A
			SS5-K2-1B
			SS5-K2-1C
			SS5-K2-1D
			SS5-K2-1E
			SS5-K2-1F
			SS5-K3-1B
			SS5-K3-1C
			SS5-K3-1D
			SS5-K3-1E
			SS5-K3-1F

		<p>Important buildings</p> <p>Monuments and museums</p>	<p>government, their powers and responsibilities</p> <p>Define the duties and responsibilities of federal, state and local government</p> <p>Explain what it means to be a good citizen</p> <p>Distinguish between primary and secondary sources</p> <p>Discuss oral history</p> <p>Discuss the building of Washington DC as the nation's capitol</p> <p>Identify key buildings and functions:</p> <p>The White House</p> <p>The Capitol Building</p> <p>The Supreme Court Building</p> <p>VOCABULARY TERMS (Period of Exploration)</p> <p>Colonial government</p> <p>Conquistador</p> <p>VOCABULARY TERMS (Government)</p> <p>Amendment</p> <p>American Democracy</p> <p>Bill of Rights</p> <p>Branches of Government</p> <p>Cabinet</p> <p>Census</p> <p>Checks and Balances</p> <p>Citizenship</p> <p>Civic Duties</p> <p>Civic Values</p>	<p>SS5-K4-1A</p>
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Unit 3	CANADA	CANADA	CANADA		SS2-K1-1A
	Why is it important to study Canada?	THE 10 PROVINCES:			SS2-K1-1B
	What commonalities do we share with the land and people in Canada?	BRITISH COLUMBIA	DBQ Planning, Writing and Grading Expectations		SS2-K1-1C
	How have historical events affected the cultures of the United States and Canada?	ALBERTA			SS2-K2-1A
	How have the variety of peoples in the United States and Canada benefitted and challenged the two nations?	SASKATCHEWAN	Skill Based Constructed Reponse Expectations		SS2-K2-1B
		MANITOBA			SS2-K2-1D
		ONTARIO			SS2-K3-1A
		QUEBEC			SS2-K3-1B
		NEW BRUNSWICK	Locate the 10 provinces and three territories on a map of the Western Hemisphere		SS2-K3-1C
		NOVA SCOTIA			SS2-K4-1A
	MEXICO	PRINCE EDWARD ISLAND			SS2-K4-1B
	Why is it important to study Mexico?	NEWFOUNDLAND	Explore the history of Canada focusing on French and English influences		SS2-K4-1C
	What commonalities do we share with the land and people in Mexico?	THE THREE TERRITORIES:	Recall prominent explorers from France		SS3-K1-1A
	How have historical events affected the cultures of the United States and Mexico?	NORTHWEST			SS3-K1-1B
	How have the variety of peoples in the United States and Mexico benefitted and challenged the two nations?	YUKON	Discuss the variety of cultures within Canada		SS3-K1-1D
	How has geography influenced the ways Mexicans make a living?	NUNAVUT			SS3-K1-1E
	How has immigration played a role between Mexico and United States in current times?	CONCEPTS:	Compare land forms, natural resources and the products of Canada and the United States		SS3-K2-1A
		LOCATION	Contrast Quebec's culture with other Canadian provinces		SS3-K2-1B
		GEOGRAPHY			SS3-K2-1C
		HISTORY	Describe the Canadian form of government		SS4-K1-1A
	FAMOUS PEOPLE			SS4-K1-1B	
	CULTURE	Explain NAFTA (North American Free Trade Agreement) and show how it affects the Canadian, United States and Mexican economies		SS4-K1-1C	
	GOVERNMENT			SS4-K1-1D	
	ECONOMY			SS4-K1-1E	
	HOLIDAYS			SS4-K1-1F	
	RECREATION	Compare and contrast the Canadian and United States governments		SS4-K2-1B	
	MEXICO	Identify major Canadian holidays and celebrations		SS4-K2-1D	
Why do you think that since the arrival of Europeans the Caribbean islands and Central America have been areas of political unrest?	CONCEPTS:	Explain Canada's major sports and elements of recreation		SS5-K1-1A	
How have the natural resources affected the economy of the Caribbean nations?	LOCATION			SS5-K1-1B	
	GEOGRPAHY			SS5-K1-1C	
	HISTORY	Locate Mexico on a		SS5-K1-1D	
				SS5-K3-1A	
				SS5-K3-1B	
				SS5-K3-1E	
				SS5-K3-1F	
				SS5-K4-1A	
				SS5-K4-1B	
				SS5-K4-1C	

<p>How has tourism benefitted the Caribbean islands?</p>	<p>FAMOUS PEOPLE</p>	<p>map of the Western Hemisphere</p>
	<p>CULTURE</p>	<p>Identify the physical and political features of Mexico</p>
	<p>GOVERNMENT</p>	<p>Identify the physical and political features of Mexico</p>
	<p>ECONOMY</p>	<p>Explore the history of Mexico reviewing early civilizations and their accomplishments</p>
<p>In what ways have the United States benefitted from the Caribbean cultures?</p>	<p>HOLIDAYS</p>	<p>Explore the history of Mexico focusing on Spanish exploration</p>
	<p>RECREATION</p>	<p>Discuss the importance of Mexican and native cultures</p>
	<p>CARIBBEAN</p>	<p>Compare land forms, natural resources and the products of Mexico and the United States</p>
	<p>CONCEPTS:</p>	<p>Describe the Mexican form of government</p>
	<p>GEOGRAPHY</p>	<p>Compare and contrast the Mexican and United States governments</p>
	<p>HISTORY</p>	<p>Explain NAFTA (North American Free Trade Agreement) and show how it has influenced the economies of Canada, United States and Mexico</p>
	<p>IMPORTANT PEOPLE</p>	<p>Identify major Mexican holidays and celebrations</p>
	<p>CULTURES</p>	<p>Explain Mexico's major sports, food and recreation</p>
	<p>GOVERNMENTS</p>	<p>CARIBBEAN</p>
	<p>ECONOMIES</p>	<p>Locate Central America and the Caribbean and describe their major geographic features</p>
	<p>HOLIDAYS</p>	<p>Analyze the history of the Caribbean, focusing on the various European influences</p>
	<p>RECREATION</p>	<p>Discuss the significant people who were influential in shaping the Caribbean nations (Toussaint L'Ouverture-Haiti, Fidel Castro-Cuba, Rigoberta Menchu-Guatemala)</p>
	<p>TOURISM</p>	<p>Identify and explain the various cultures that make up the Caribbean</p>

Compare and contrast several different types of government in the Caribbean

Evaluate the Caribbean's natural resources and show their effect on its economy

Illustrate several ways of celebrating holidays in the Caribbean

List various forms of recreation that are responsible for increasing tourism

**VOCABULARY TERMS
(Canada)**

Battle of Quebec

Bilingual

Canadian Bill of Rights

Foreign Relations

Foreign Policy

French Canadians

Immigrant

Immigration

Indigenous People

Inuit

NAFTA (North American Free Trade Agreement)

Parliament

Prime Minister

Province

Region

Separatists

Territory

Tundra

**VOCABULARY TERMS
(Mexico and the Caribbean)**

Campesino

			<p>Caribbean</p> <p>Central America</p> <p>Developing Nations</p> <p>Dictatorship</p> <p>Encomienda System</p> <p>Latin America</p> <p>Minority Rights</p> <p>Population movement</p> <p>Rain Forest</p> <p>Slavery</p> <p>South America</p>			
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>ECONOMICS Why is it important to make good economic choices?</p> <p>How do people in the Western Hemisphere satisfy their needs and wants?</p> <p>How does supply and demand affect our everyday lives?</p> <p>How do the economics of other countries in the Western Hemisphere affect us?</p> <p>How does location affect the economy of a country?</p> <p>How can I teach cause and effect on using money wisely using <i>Managing Your Money: Be a Wise Consumer?</i></p> <p>How can I teach fact and opinion on buyer beware using <i>Managing Your Money: Be a Wise Consumer?</i></p> <p>How can I teach visualizing on making good decisions using <i>Managing Your Money: Be a Wise Consumer?</i></p>	<p>ECONOMICS</p> <p>CONCEPTS:</p> <p>WANTS VS. NEEDS: BASIC ECONOMICS</p> <p>SCARCITY, SUPPLY AND DEMAND</p> <p>OPPORTUNITY COST, TRADEOFF</p> <p>NATURAL RESOURCES, USE AND CONSERVATION</p> <p>HUMAN AND CAPITAL RESOURCES</p> <p>GOODS AND SERVICES</p> <p>PRODUCERS AND CONSUMERS</p> <p>MARKET</p> <p>PROFIT AND LOSS</p> <p>INCOME AND EXPENSES</p> <p>TAXES, TARIFFS AND TRADE</p> <p>IMPORT AND EXPORT</p> <p>SPECIALIZATION</p> <p>INTERDEPENDENCE</p>	<p>ECONOMICS</p> <p>DBQ Planning, Writing and Grading Expectations</p> <p>Skill Based Constructed Reponse Expectations</p> <p>ECONOMICS</p> <p>Distinguish between wants and needs within the students daily lives</p> <p>Identify scarcity</p> <p>Figure cost of items based on supply and demand</p> <p>Contrast opportunity cost and tradeoff when making economic choices</p> <p>Explain the difference between human and capital resources</p> <p>Categorize the differences between goods and services</p> <p>Differentiate between producers and consumers</p> <p>Formulate situations which show profits and losses</p> <p>Estimate income and expenses</p> <p>Explain the importance of tariffs and trading</p> <p>Analyze imported and exported items for differences in prices</p> <p>Discuss and describe specialized farming in Western Hemisphere countries</p> <p>Evaluate interdependence among Western Hemisphere countries</p> <p>VOCABULARY TERMS (ECONOMICS)</p> <p>Barter</p>		<p>SS4-K1-1A</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1D</p> <p>SS4-K1-1E</p> <p>SS4-K1-1F</p> <p>SS4-K2-1A</p> <p>SS4-K2-1B</p> <p>SS4-K2-1C</p> <p>SS4-K2-1D</p>	

			Boycott Capitalism Capital Goods Capital Resources Compromise Conservation Consumer Credit Economic Development Economic Growth Economic Interdependence Economies Export Free Trade Goods and Services (Production, Distribution, Exchange, Consumption) Gross Domestic Product (GDP) Gross National Product (GNP) Industrialization Import Producer Production Profit Resources (Capital, Natural, Human) Scarcity Stock Market Supply and Demand Surplus Tariff Trade		
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Key to Standards used in this Map

SS1-K1-1A [2 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. [Elementary]

SS1-K1-1B [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1B - understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents. [Elementary]

SS1-K1-1C [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1C - explain those values, practices, and traditions that unite all Americans. [Elementary]
SS1-K2-1B [1 occurrence] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1B - gather and organize information about the traditions transmitted by various groups living in their neighborhood and community. [Elementary]
SS1-K2-1C [1 occurrence] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1C - recognize how traditions and practices were passed from one generation to the next. [Elementary]
SS1-K2-1D [1 occurrence] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1D - distinguish between near and distant past and interpret simple timelines. [Elementary]
SS1-K3-1C [1 occurrence] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1C - identify individuals who have helped to strengthen democracy in the United States and throughout the world. [Elementary]
SS1-K4-1A [1 occurrence] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1A - consider different interpretations of key events and/or issues in history and understand the differences in these accounts. [Elementary]
SS1-K4-1B [1 occurrence] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1B - explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State. [Elementary]
SS1-K4-1C [1 occurrence] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1C - view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. [Elementary]
SS2-K1-1A [2 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1A - read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses. [Elementary]
SS2-K1-1B [3 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - 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. [Elementary]
SS2-K1-1C [3 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1C - study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions. [Elementary]
SS2-K2-1A [3 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - distinguish between past, present, and future time periods. [Elementary]
SS2-K2-1B [3 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1B - develop timelines that display important events and eras from world history. [Elementary]
SS2-K2-1D [3 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1D - compare important events and accomplishments from different time periods in world history. [Elementary]
SS2-K3-1A [3 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1A - understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities. [Elementary]
SS2-K3-1B [2 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1B - gather and present information about important developments from world history. [Elementary]
SS2-K3-1C [1 occurrence] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1C - understand how the terms social, political, economic, and cultural can be used to describe human activities or practices. [Elementary]
SS2-K4-1A [2 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1A - consider different interpretations of key events and developments in world history and understand the differences in these accounts. [Elementary]
SS2-K4-1B [2 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. [Elementary]
SS2-K4-1C [2 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1C - view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. [Elementary]
SS3-K1-1A [3 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - study about how people live, work, and utilize natural resources. [Elementary]
SS3-K1-1B [3 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - draw maps and diagrams that serve as representations of places, physical features, and objects. [Elementary]
SS3-K1-1C [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians (Adapted from National Geography Standards, 1994) [Elementary]
SS3-K1-1D [3 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994) [Elementary]
SS3-K1-1E [3 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1E - investigate how people depend on and modify the physical environment. [Elementary]
SS3-K2-1A [3 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1A - ask geographic questions about where places are located; why they are located where they are; what is important about their location of other people and places. [Elementary]
SS3-K2-1B [2 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1B - gather and organize geographic information from a variety of sources and display in a number of ways. [Elementary]
SS3-K2-1C [2 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. [Elementary]
SS4-K1-1A [3 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. [Elementary]
SS4-K1-1B [3 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1B - explain how peoples wants exceed their limited resources and that this condition defines scarcity. [Elementary]
SS4-K1-1C [3 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1C - know that scarcity requires individuals to make choices and that these choices involve costs. [Elementary]
SS4-K1-1D [3 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1D - study about how the availability and distribution of resources is important to a nations economic growth. [Elementary]
SS4-K1-1E [3 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1E - understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?. [Elementary]
SS4-K1-1F [2 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1F - investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. [Elementary]

SS4-K2-1A [1 occurrence] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1A - locate economic information, using card catalogues, computer databases, indices, and library guides. [Elementary]

SS4-K2-1B [2 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1B - collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources. [Elementary]

SS4-K2-1C [1 occurrence] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1C - make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary. [Elementary]

SS4-K2-1D [2 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1D - present economic information by developing charts, tables, diagrams, and simple graphs. [Elementary]

SS5-K1-1A [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice. [Elementary]

SS5-K1-1B [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - consider the nature and evolution of constitutional democracies. [Elementary]

SS5-K1-1C [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens. [Elementary]

SS5-K1-1D [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases. [Elementary]

SS5-K2-1A [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1A - 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. [Elementary]

SS5-K2-1B [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1B - understand the basic civil values that are the foundation of American constitutional democracy. [Elementary]

SS5-K2-1C [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1C - know what the United States Constitution is and why it is important. [Elementary]

SS5-K2-1D [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1D - understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government. [Elementary]

SS5-K2-1E [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1E - understand the structure of New York State and local governments, including executive, legislative, and judicial branches. [Elementary]

SS5-K2-1F [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1F - identify their legislative and executive representatives at local, state, and national governments. [Elementary]

SS5-K3-1A [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. [Elementary]

SS5-K3-1B [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - examine what it means to be a good citizen in the classroom, school, home, and community. [Elementary]

SS5-K3-1C [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1C - identify and describe the rules and responsibilities students have at home, in the classroom, and at school. [Elementary]

SS5-K3-1D [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1D - examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State. [Elementary]

SS5-K3-1E [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1E - understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service or course of action. [Elementary]

SS5-K3-1F [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1F - identify basic rights that students have and those that they will acquire as they age. [Elementary]

SS5-K4-1A [2 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1A - show a willingness to consider other points of view before drawing conclusions or making judgments. [Elementary]

SS5-K4-1B [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1B - participate in activities that focus on a classroom, school, or community issue or problem. [Elementary]

SS5-K4-1C [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1C - suggest alternative solutions or courses of action to hypothetical or historic problems. [Elementary]