



**CULTURE: A GEOGRAPHICAL PERSPECTIVE**  
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## Crosswalk to NYS Social Studies Learning Standards

*This crosswalk connects Dr. Heatwole’s paper to the social studies learning standards and key ideas. The paper is not tied directly to the performance indicators (PIs) of the learning standards because the performance indicators are written at either the elementary, intermediate, or commencement level. This paper is written as professional development content background for third-grade teachers and, as such, is written at a graduate level. All of the standards are addressed; not all of the key ideas are. Nor are the learning standards or key ideas addressed to the same degree or in the same order. (Note: Page numbers are taken from [Learning Standards For Social Studies](#).)*

NYS Social Studies Standard	Key Ideas
Standard 2 – World History	<p><b>Key Idea 1:</b> 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. (p. 8)</p> <p><b>Key Idea 2:</b> 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. (p. 8)</p> <p><b>Key Idea 3:</b> Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups. (p. 9)</p> <p><b>Key Idea 4:</b> 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. (p. 9)</p>

Standard 3 – Geography	<p><b>Key Idea 1:</b> Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (p. 14)</p> <p><b>Key Idea 2:</b> Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (p. 14)</p>
Standard 4 – Economics	<p><b>Key Idea 1:</b> The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (p. 18)</p>
Standard 5 – Civics, Citizenship, and Government	<p><b>Key Idea 1:</b> 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. (p. 24)</p>
Standard 1 – History of the United States and New York	<p><b>Key Idea 1:</b> 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. (p. 2)</p> <p><b>Key Idea 2:</b> Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. (p. 2)</p> <p><b>Key Idea 4:</b> 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. (p. 3)</p>

