



Social Studies

Resource Guide

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NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



<http://www.nysed.gov>

STANDARD I: 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.

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.

Elementary Level

Students will:

- 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
- understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
- explain those values, practices, and traditions that unite all Americans.

Intermediate Level

Students will:

- explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans
- interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

Commencement Level

Students will:

- analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
- describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents.

STANDARD 1: Social Studies, continued



2. 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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">gather and organize information about the traditions transmitted by various groups living in their neighborhood and communityrecognize how traditions and practices were passed from one generation to the nextdistinguish between near and distant past and interpret simple timelines.	<p>Students will:</p> <ul style="list-style-type: none">describe the reasons for periodizing history in different waysinvestigate key turning points in New York State and United States history and explain why these events or developments are significantunderstand the relationship between the relative importance of United States domestic and foreign policies over timeanalyze the role played by the United States in international politics, past and present.	<p>Students will:</p> <ul style="list-style-type: none">discuss several schemes for periodizing the history of New York State and the United Statesdevelop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issuescompare and contrast the experiences of different groups in the United Statesexamine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditionsanalyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policiescompare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law.

STANDARD 1: Social Studies, continued

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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious identify individuals who have helped to strengthen democracy in the United States and throughout the world. 	<p>Students will:</p> <ul style="list-style-type: none"> complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious. 	<p>Students will:</p> <ul style="list-style-type: none"> compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States) prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

STANDARD 1: Social Studies, continued

SS

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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">• consider different interpretations of key events and/or issues in history and understand the differences in these accounts• explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State• view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.	<p>Students will:</p> <ul style="list-style-type: none">• consider the sources of historic documents, narratives, or artifacts and evaluate their reliability• understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives• compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts• describe historic events through the eyes and experiences of those who were there. (Taken from National Standards for History for Grades K-4)	<p>Students will:</p> <ul style="list-style-type: none">• analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives• consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations• evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History)

STANDARD 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.

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.

Elementary Level

Students will:

- read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses
- 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
- study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.

Intermediate Level

Students will:

- know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
- know some important historic events and developments of past civilizations
- interpret and analyze documents and artifacts related to significant developments and events in world history.

Commencement Level

Students will:

- define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices
- understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time
- analyze historic events from around the world by examining accounts written from different perspectives
- understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras
- analyze changing and competing interpretations of issues, events, and developments throughout world history.

STANDARD 2: Social Studies, continued

SS

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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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">• distinguish between past, present, and future time periods• develop timelines that display important events and eras from world history• measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points• compare important events and accomplishments from different time periods in world history.	<p>Students will:</p> <ul style="list-style-type: none">• develop timelines by placing important events and developments in world history in their correct chronological order• measure time periods by years, decades, centuries, and millennia• study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.	<p>Students will:</p> <ul style="list-style-type: none">• distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place• evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen• analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective• explain the importance of analyzing narratives drawn from different times and places to understand historical events• investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.

STANDARD 2: Social Studies, continued

3. 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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities gather and present information about important developments from world history understand how the terms social, political, economic, and cultural can be used to describe human activities or practices. 	<p>Students will:</p> <ul style="list-style-type: none"> investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history interpret and analyze documents and artifacts related to significant developments and events in world history classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic. 	<p>Students will:</p> <ul style="list-style-type: none"> analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> • consider different interpretations of key events and developments in world history and understand the differences in these accounts • 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 • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. 	<p>Students will:</p> <ul style="list-style-type: none"> • explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from National Standards for World History) • analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians • view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents • investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions. 	<p>Students will:</p> <ul style="list-style-type: none"> • identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation • interpret and analyze documents and artifacts related to significant developments and events in world history • plan and organize historical research projects related to regional or global interdependence • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Taken from National Standards for World History)

STANDARD 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

1. 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. (Adapted from The National Geography Standards, 1994: Geography for Life)

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> • study about how people live, work, and utilize natural resources • draw maps and diagrams that serve as representations of places, physical features, and objects • 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. (Adpated from National Geography Standards, 1994) • identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994) • investigate how people depend on and modify the physical environment. 	<p>Students will:</p> <ul style="list-style-type: none"> • map information about people, places, and environments • understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from National Geography Standards, 1994) • investigate why people and places are located where they are located and what patterns can be perceived in these locations • describe the relationships between people and environments and the connections between people and places. 	<p>Students will:</p> <ul style="list-style-type: none"> • understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions • describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities • investigate the characteristics, distribution, and migration of human populations on the Earth’s surface (Taken from National Geography Standards, 1994) • understand the development and interactions of social/ cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface (Taken from National Geography Standards, 1994) • explain how technological change affects people, places, and regions.

2. 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. (Adapted from: *The National Geography Standards, 1994: Geography for Life*)

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994) gather and organize geographic information from a variety of sources and display in a number of ways analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. (Adapted from National Geography Standards, 1994) 	<p>Students will:</p> <ul style="list-style-type: none"> formulate geographic questions and define geographic issues and problems use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems (Adapted from National Geography Standards, 1994) present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems. 	<p>Students will:</p> <ul style="list-style-type: none"> plan, organize, and present geographic research projects locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994) select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (Adapted from National Geography Standards, 1994) develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.

STANDARD 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

1. 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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> • know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources • explain how people’s wants exceed their limited resources and that this condition defines scarcity • know that scarcity requires individuals to make choices and that these choices involve costs • study about how the availability and distribution of resources is important to a nation’s economic growth • 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? • investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. 	<p>Students will:</p> <ul style="list-style-type: none"> • explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources • define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems • understand how scarcity requires people and nations to make choices which involve costs and future considerations • understand how people in the United States and throughout the world are both producers and consumers of goods and services • investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems • describe how traditional, command, market, and mixed economies answer the three fundamental economic questions • explain how nations throughout the world have joined with one another to promote economic development and growth. 	<p>Students will:</p> <ul style="list-style-type: none"> • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • define and apply basic economic concepts such as scarcity, supply / demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system • compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions • explain how economic decision making has become global as a result of an interdependent world economy • understand the roles in the economic system of consumers, producers, workers, investors, and voters.

STANDARD 4: Social Studies, continued

SS

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2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">locate economic information, using card catalogues, computer databases, indices, and library guidescollect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sourcesmake hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessarypresent economic information by developing charts, tables, diagrams, and simple graphs.	<p>Students will:</p> <ul style="list-style-type: none">identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sourcesorganize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for dataevaluate economic data by differentiating fact from opinion and identifying frames of referencedevelop conclusions about economic issues and problems by creating broad statements which summarize findings and solutionspresent economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.	<p>Students will:</p> <ul style="list-style-type: none">identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sourcesuse economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy: organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problemsapply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or positionpresent economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations.

STANDARD 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 U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

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)

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice explain the probable consequences of the absence of government and rules describe the basic purposes of government and the importance of civic life understand that social and political systems are based upon people's beliefs discuss how and why the world is divided into nations and what kinds of governments other nations have. 	<p>Students will:</p> <ul style="list-style-type: none"> analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs consider the nature and evolution of constitutional democracies 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 analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases. 	<p>Students will:</p> <ul style="list-style-type: none"> analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs consider the nature and evolution of constitutional democracies throughout the world compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture identify and analyze advantages and disadvantages of various governmental systems.

STANDARD 5: Social Studies, continued

SS

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*)

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">• 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• understand the basic civil values that are the foundation of American constitutional democracy• know what the United States Constitution is and why it is important. (Adapted from <i>The National Standards for Civics and Government, 1994</i>)• understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government• understand the structure of New York State and local governments, including executive, legislative, and judicial branches• identify their legislative and executive representatives at the local, state, and national governments. (Adapted from <i>The National Standards for Civics and Government, 1994</i>)	<p>Students will:</p> <ul style="list-style-type: none">• understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices• understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution• compare and contrast the development and evolution of the constitutions of the United States and New York State• define federalism and describe the powers granted the the national and state governments by the United States Constitution• value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality• understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.	<p>Students will:</p> <ul style="list-style-type: none">• trace the evolution of American values, beliefs, and institutions• analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world• identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society• compare and contrast the Constitutions of the United States and New York State• understand the dynamic relationship between federalism and state's rights.

STANDARD 5: Social Studies, continued

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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none"> • understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that they will acquire as they age. 	<p>Students will:</p> <ul style="list-style-type: none"> • explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time • understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities • discuss the role of an informed citizen in today's changing world • explain how Americans are citizens of their states and of the United States. 	<p>Students will:</p> <ul style="list-style-type: none"> • understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions (Adapted from The National Standards for Civics and Government, 1994) • analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign • describe how citizenship is defined by the Constitution and important laws • explore how citizens influence public policy in a representative democracy.

STANDARD 5: Social Studies, continued

SS

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.

Elementary Level	Intermediate Level	Commencement Level
<p>Students will:</p> <ul style="list-style-type: none">• show a willingness to consider other points of view before drawing conclusions or making judgments• participate in activities that focus on a classroom, school, or community issue or problem• suggest alternative solutions or courses of action to hypothetical or historic problems• evaluate the consequences for each alternative solution or course of action• prioritize the solutions based on established criteria• propose an action plan to address the issue of how to solve the problem.	<p>Students will:</p> <ul style="list-style-type: none">• respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their view-point• explain the role that civility plays in promoting effective citizenship in preserving democracy• participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.	<p>Students will:</p> <ul style="list-style-type: none">• participate as informed citizens in the political justice system and processes of the United States, including voting• evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994)• take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs• consider the need to respect the rights of others, to respect others' points of view (Adapted from The National Standards for Civics and Government, 1996)• participate in school/ classroom/ community activities that focus on an issue or problem• prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem• explain how democratic principles have been used in resolving an issue or problem.

Social Studies

REACTION FORM

Your response to this questionnaire will assist the Education Department in preparing the revised *Social Studies Resource Guide*. Thank you for taking the time to send us your comments. Please feel free to duplicate this form for other individuals.

Demographic Information: I am a(an):

- Teacher (Grade _____) Parent
- Administrator: Principal Assistant Principal Curriculum Specialist
- Other _____

1. How did you hear about the *The Social Studies Curriculum Resource Guide*?

- colleague administrator
- teleconference workshop
- electronic notice BOCES/CSD
- other

2. What specifically is most helpful about:

Part I? _____

Part II? _____

Part III? _____

3. What other materials would you like to see in the guide?

4. What changes would you suggest to make the document more user-friendly?

5. Overall, to what extent do you feel the information in this guide will influence teaching and learning in your classroom?

5	4	3	2	1
To a Great Extent			Not at All	

6. Overall, to what extent do you feel the guide illuminates the *Learning Standards for Social Studies*?

5	4	3	2	1
To a Great Extent			Not at All	

Additional Comments:

Please return this form by February 2, 1998 to the following address:

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