



Standards Related to The Curriculum

National Standards of Learning

History Standards (National Center for History in the Schools)
Grades 5-12

US History Standard Era 8, 1B- The Great Depression and WWII (1929-1945) --- The causes of the Great Depression and how it affected American society.

Historical Thinking Standards (National Center for History in the Schools)
Grades 5-12

Historical Thinking Standard 1 – The student thinks chronologically. Therefore he can --

- a. **Establish temporal order in constructing his [student's] own historical narratives:** working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.
- c. **Establish temporal order in constructing their [students'] own historical narratives:** working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.
- d. **Reconstruct patterns of historical succession and duration** in which historical developments have unfolded, and apply them to **explain historical continuity and change.**

Historical Thinking Standard 2 --- The student comprehends a variety of historical sources. Therefore he can --

- a. **Differentiate between historical facts and historical interpretations** but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.
- b. **Read historical narratives imaginatively,** taking into account what the narrative reveals of the humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

Empire State Building • 350 Fifth Avenue • New York • NY • 10118
TEL: 212/279-9777 or 888/SKYRIDE • FAX 212/299-4932
Myron D. Baer, Director of Business Development, mbaer@skylinenyc.com
Direct 212/299-4901



- f- **Appreciate historical perspectives** --- the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.
- i - **Draw upon the visual, literary, and musical sources** including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and, (c) folk, popular and classical music, to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Historical Thinking Standard 3 --- The student engages in historical analysis and interpretation. Therefore, the student is able to:

- a. **Compare and contrast differing sets of ideas**, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- b. **Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- c. **Analyze cause-and-effect relationships** bearing in mind **multiple causation** including (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- e. **Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.**

Historical Thinking Standard 4 --- The student conducts historical research. Therefore, the student is able to:

- a. **Obtain historical data from a variety of sources, including:** library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- f. **Support interpretations with historical evidence** in order to construct closely reasoned arguments rather than facile opinions.



Social Studies Standards for High School Grades 5-12

I Culture

Ia --- analyze and explain the ways groups, societies, and cultures address human needs and concerns.

If --- interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross cultural understanding

Ig --- construct reasoned judgments about specific cultural responses to persistent human issues

II Time, Continuity and Change

Iib --- apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

Iic--- Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.

Iif --- apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues

III People Places and Environments

IIig --- describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like

IIih --- examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmissions of customs and ideas, and ecosystem changes

IIii --- describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local regional, national, and global settings

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IV Individual Development and Identity

IVa --- Relate personal changes to social, cultural, and historical contexts.

IVb --- Describe personal connections to place—as associated with community, nation, and world.

IVe --- Examine the interactions of ethnic, national, or cultural influences in specific situations or events

IVh --- Work independently and cooperatively to accomplish goals.

V Individuals, Groups and Institutions

Vf --- Evaluate the role of institutions in furthering both continuity and change

VI Power, Authority and Governance

VIg --- Describe and analyze the role of technology in communications, transportation, information processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

VII Product Distribution and Consumption

VIIh --- Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

VIIj --- Apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable

VIII Science, Technology and Society

VIIIb --- Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human environment interactions.

IX Civic Ideals and Practices

IXe --- Analyze and evaluate the influence of various forms of citizen action on public policy



Language Arts Standards (National Council of Teachers of English; International Reading Association)

Standard 1 -- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 4 --- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 7 --- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8 --- Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Science Standards Grades 9-12 (learner.org)

Standard E Abilities of Technological Design

IDENTIFY A PROBLEM OR DESIGN AN OPPORTUNITY. Students should be able to identify new problems or needs and to change and improve current technological designs

Standard G Science as A Human Endeavor

Individuals and teams have contributed and will continue to contribute to the scientific enterprise. Doing science or engineering can be as simple as an individual conducting field studies or as complex as hundreds of people working on a major scientific question or technological problem. Pursuing science as a career or as a hobby can be both fascinating and intellectually rewarding.

Math Standards --- Geometry Grades 9-12 (National Council of Teachers of Mathematics)

Students should analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

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Use visualization, spatial reasoning, and geometric modeling to solve problems

Arts Standards Grades 9-12 (Consortium of National Arts Education Associations)

Visual Arts Standards:

Content Standard #4: Understanding the visual arts in relation to history and cultures

Achievement Standard:

Students know and compare the characteristics of artworks in various eras and cultures.

Students describe and place a variety of art objects in historical and cultural contexts.

Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

Content Standard #6: Making connections between visual arts and other disciplines

Achievement Standard:

Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences



New York State Standards of Learning

Social Studies Standards (Grades 9-12)

New York State Social Studies Standard 1: Commencement Level: Key Ideas 1, 2, 3, 4

New York State Social Studies Standard 3 (Geography): Commencement Level: Key Idea 1

New York State Social Studies Standard 4 (Economics): Commencement Level: Key Idea 2

New York State Social Studies Standard 5 (Civics, Citizenship & Government): Commencement Level: Key Ideas 3, 4.

Language Arts Standards (Grades 9-12)

New York Language Arts Standard 1 Language for Information and Learning: Commencement Level: Key Ideas 1, 2,

New York Language Arts Standard 3 Language for Critical Analysis and Evaluation: Commencement Level: Key Ideas 1, 2

New York Language Arts Standard 4 Language for Social Interaction: Commencement Level: Key Ideas 1, 2

Mathematics Standards (Grades 9-12)

Integrated Algebra

Problem Solving Strand: A.PS. 1-9

Communication Strand: A.CM. 1-13

Representation Strand: A.R. 1-8

Statistics and Probability Strand (7S.1, 7S.6)

Geometry

Problem Solving Strand: A.PS. 1-9

Communication Strand: A.CM. 1-13

Arts Standards (Grades 9-12)

New York State Arts Standard 3: Responding and Analyzing

New York Arts Standard 4: Understanding Cultural Contributions

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