



## Standards Related to this Curriculum:

### National Standards of Learning

#### History Standards Grades 6-8 (National Center for History in the Schools)

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

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

**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.



## Social Studies Standards Grades 6-8

**Culture Ic** --- Students will be able to explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions beliefs, values, and behaviors contribute to the development and transmission of culture.

**Time, Continuity and Change 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.

**People Places and Environments IIIc** --- Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.

**Individual Development and Identity IVa** --- Relate personal changes to social, cultural, and historical contexts.

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

**Individual Development and Identity IVh** --- Work independently and cooperatively to accomplish goals.

**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.

**Product Distribution and Consumption VIIIi** --- Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.

**Science, Technology and Society VIIIb** --- Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.



## Language Arts Standards Grades 6-8 (National Council of Teachers of English)

**Standard 6** --- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

**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.

## Math Standards --- Geometry Grades 6-8 (National Council of Teachers of Mathematics)

Students should use visualization, spatial reasoning, and geometric modeling to solve problems.

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

## Arts Standards Grades 6-8 (Consortium of National Arts Education Associations)

### **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.

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

## **New York State Standards of Learning**

### **Social Studies**

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

New York State Social Studies Standard 3 (Geography): Intermediate Level: Key Idea 2

New York State Social Studies Standard 4 (Economics): Intermediate Level: Key Idea 1

### **Language Arts Standards**

New York Language Arts Standard 3: Intermediate Level: Key Ideas 1 and 2

### **Math Standards**

New York State Mathematics Standards Grades 6,7, 8

Problem Solving Strand

Communication Strand

Representation Strand

Geometry Strand (7G.3, 7G.5)

Measurement Strand (7M.1, 7M.5, 7M.6)

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

### **Arts Standards**

New York Arts Standards 3: Responding and Analyzing

New York Arts Standards 4: Understanding Cultural Contributions