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**DIVISION OF EQUITY & ACCESS**  
**Curriculum, Instruction, School Supervision**

**Social Studies Curriculum Cross Walk (K-8) highlighting the histories, culture, contributions, and struggles of diverse groups and individuals.**

**From the NYSED Social Studies Framework (K-8)**

Below are grade-by-grade curriculum connections to the histories, cultures, achievements, and struggles of diverse groups within the state social studies framework. It is hoped that discussions of equity and diversity are integrated into classroom lessons as a *regular* aspect of instruction and with historical context instead of just singular days or events. These highlighted areas are not intended as an exhaustive list of possibilities to discuss the contributions and histories of diverse groups of people; instead, they are a crosswalk within each elementary and middle school grade level providing multiple avenues for class discussion and student exploration.

To support instruction are the following resources: The K-8 PNW BOCES integrated Social Studies/ELA curriculum; *American Stories* (7<sup>th</sup> and 8<sup>th</sup> grade digital text and resources); and supplemental resources that include Nearpod and Discovery Education lessons (accessible through Clever). We hope that this crosswalk will support curricular connections and contextualization for the recognition and achievement of individuals and groups.

- Dawn Bartz, Executive Director

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**Kindergarten: Self and Others**

K – 5 units of study include: individual development and cultural identity; Civic Ideals and Practices; Geography Humans, and the Environment; Time, Continuity, and Change: Economic Systems. *The units may be presented in any order and are designed to help students study themselves in the context of their immediate surroundings.*

**Students learn about respect for others, and rights and responsibilities of individuals.**

**K.1 Individual Development and Cultural Identity**

K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents. And skills as well as our connections to others.

**Skill area:**

- Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.

**K.2 Children, families, and communities exhibit cultural similarities and differences.**

K.2a Each person is unique but also shares common characteristics with other family, school and community members.

**Skill area:**

- Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language.

K.2c Children and families from different cultures all share some common characteristic's but also have specific differences that make them unique.

**Key idea:**

- Students will learn about and respect individual differences.

K.3 Symbols and traditions help develop a shared culture and identify within the US.

K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs and celebrate distinct holidays.

- This presents the opportunity to discuss the Black History, Presidents' Day, and other histories in the context of traditions, beliefs and holidays.

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**Grade 1: My Family and Other Families, Now and Long Ago**

The 5 units of study are organized the same way as K (see description above). Students examine families and develop an awareness of cultural diversity within the American culture. Family history provides the basis for examining sources of information and organizing that information.

**1.1** Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

**1.1c** Awareness of America's rich diversity fosters intercultural understanding.

**Skills to engage students:**

- Students will compare the cultural similarities and differences between various ethnic and cultural groups found in NYS.

**1.2** There are significant individuals, historical events, and symbols that are important to American cultural backgrounds to feel connected to a common national heritage.

**Skill areas:**

- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
- *Students will explain when and why celebrate national holidays such as...Constitution Day... Martin Luther King Jr. Day, Presidents' Day, Independence Day.*

**1.7** Time Continuity, Change. Families have a past and change over time.

**Skills to engage students:**

- Personal timelines, family events.

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## **Grade 2: My Community and Other Communities**

2.2. People share similarities and differences with others in their own community and other communities.

2.2a. People living in urban, suburban and rural communities embrace traditions and celebrate holidays that reflect both diverse culture and a common community identity.

### **Key ideas and skills:**

- Students will examine the ethnic and/or cultural groups represented in their classrooms.
- Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.

2.2b. A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.

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## **Grade 3: Communities Around the World**

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

### **Skill areas:**

- Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- Students will examine symbols of each selected world community.
- Students may be asked to report on the traditions they celebrate.

3.4b Arts, music, dance, and literature develop through a community's history.

### **Skill area ideas:**

- Researching and discussing contributions to any of the fine arts among diverse groups and individuals.
- Students will explore the arts, music, dance, and literature of each selected world community.
- Students may be asked to draw, write a story, create a song or poem about a family tradition.
- Students may be asked to develop an oral history from interviewing a family member.

3.5 Communities share cultural similarities and differences across the world.

3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

**Key ideas and skill areas:**

- Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
- Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.

3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.

**Skill areas:**

- Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.
- Students can explore the roles and responsibilities individuals and governments have in protecting the rights of all.

3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.

**Key idea and skill area:**

- Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.

3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.

**Skill area:**

- Students will investigate steps people can take to support social action and change.

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**4<sup>th</sup> Grade: New York State and Local History and Government**

**4.3: Colonial and Revolutionary Life**

4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

**Key ideas and skills:**

- Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.
- Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.

4.5 In search of freedom and a call for change: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

**Key ideas and skills:**

- Students will examine life as a slave in New York State.
- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

**Key ideas and skills:**

- Students will examine the rights denied to women during the 1800s.
- Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell.
- Students will explore what happened at the convention of women in Seneca Falls.
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**4.7 Immigration and migration from the early 1800s to the present.**

Many people have immigrated and migrated to New York State contributing to its cultural growth and development.

4.7a **Immigrants came to New York State for a variety of reasons.** Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

**Key ideas and skills:**

- Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine.
- Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.
- Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions.
- Students will investigate the requirements for becoming a United States citizen.

- Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations.

4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

**Key ideas and skills:**

- Students will investigate the reasons that African Americans moved into northern cities.
- Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.

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## **5<sup>th</sup> Grade: The Western Hemisphere**

### **5.3 European Exploration and its Effects**

5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

**Skill areas:**

- Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.
- Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.

5.3d Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.

**Skill areas:**

- Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand.
- Students will examine the conditions experienced by enslaved Africans during the Middle Passage.

5.5 Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.

5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

**Skill areas:**

- Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country.
- Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

**Skill Area:**

- Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

5.6d Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.

**Skill Area:**

- Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding.

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## **Grade 6: The Eastern Hemisphere**

### The First Humans

6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.

**Skill area:**

- Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.

6.2d Historians use **archaeological** and other types of evidence to **investigate patterns in history** and **identify turning points\***. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.

- Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence.

[\* **investigating patterns in history and identifying turning points** are skills that students are expected to be proficient in on both the NYS US and Global History Regents as well as the College Board Advanced Placement US History exams.]

## **7<sup>th</sup> Grade: History of the United States and New York State I**

7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.

### **Key ideas and skill areas:**

- Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.
- Student will examine Dutch contributions to American society, includin
- Students will examine Dutch relations with Native Americans.

## **7.6 Westward Expansion**

7.6c Westward expansion provided opportunities for some groups while harming others.

### **Key ideas and skill areas:**

- Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.
- Students will examine the growth of suffrage for white men during Andrew Jackson's administration.
- Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.
- Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.
- Students will examine the ways westward movement affected the lives of women and African Americans.
- Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.

## **7.7 Reform Movements**

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

### **Key ideas and skill areas:**

- Students will examine ways in which enslaved Africans organized and resisted their conditions.
- Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- Students will examine the effects of Uncle Tom's Cabin on the public perception of slavery.
- Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.



- Students will examine the seizure of the ship, La Amistad, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in United States v. The Amistad (1841).

7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

#### **Skill areas:**

- Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.
- Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

**7.8: A Nation Divided.** The Civil War, perspectives from diverse groups, and the immediate aftermath.

7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.

#### **Key ideas and Skill areas:**

- Students will examine the roles of women, civilians, and free African Americans during the Civil War.
- Students will examine the **diverse perspectives** on the Civil War (including geographic region, politics, race, economics, social, culture lenses). \*
- Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia.
- Students will explain how events of the Civil War led to the establishment of federal supremacy.

[Being able to gather and analyze different perspectives (points of view) are key skill areas on the NYS Global History and US History Regents; as well as an important lifelong skill]

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## **8<sup>th</sup> Grade: History of the United States and New York State II**

### **8.2 Changing Society**

8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.

#### **Key ideas and skill areas:**

- Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.

- Students will explore leaders and activities of the temperance and woman's suffrage movements.
- Students will investigate the Triangle Shirtwaist Fire and the legislative response.

## **WWI and the Roaring 20s**

8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

### **Key ideas and skill areas:**

- Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.
- Students will examine the reasons for and effects of prohibition on American society.
- Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots.
- Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.

## **The Great Depression**

8.5b The Great Depression and the Dust Bowl affected American businesses and families.

### **Key ideas and skill areas:**

- Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender.
- Students will explore the conditions in New York City and other communities within New York State during the Great Depression.
- Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.

## **WWII**

8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.

### **Key ideas and skill areas:**

- Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.
- Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.
- Students will examine the structure and work of the United Nations.

## **Post WWII Demographic Changes/Immigration**

8.8b Postwar United States experienced **increasing immigration, debates over immigration policy, and an increase in cultural diversity.**

**Key ideas and skill areas:**

- Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.
- Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.

**Civil Rights**

8.9 Domestic Politics and Reform: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program.

8.9a The Civil Rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.

**Key ideas and skill areas:**

- Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.
- Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.

8.9b The Civil Rights movement prompted renewed efforts for equality by women and other groups.

**Key ideas and skill areas:**

- Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.
- Students will examine judicial actions taken to protect individual rights, such as Miranda v. Arizona (1966) and Tinker v. Des Moines School District (1969).

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There are many resources within the district to supplement the adopted curriculum. These resources are shared within this email and are also located in the CO-Social Studies Team folder.