

**New York State Education Standards and “Forests of Fun”:
An Evaluation of the National 4-H Forestry Curriculum and Local Activities,
Using New York State Education Standards**

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And
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4HCCS BU-008038. c. 2004

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4HCCS BU-008041. c. 2004

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Cross Reference of New York State Education Standards: Forests of Fun and Local Activies

Book and Chapter	English	Mathematics	Science	Social Studies
Elementaty, Grades 3-5				
Follow the Path - Chapter 1	1.A.1-6, 1.B.1, 1.B.3, 1.B.4, 1.B.6, 1.B.7, 2.A.1, 2.A.4, 2.A.5, 2.B.2, 2.B.4, 3.A.1, 3.A.3, 3.B.1-4, 4.A.2, 4.A.3, 4.B.2	3.A.2-4, 3.B.2, 3.B.3, 3.B.5, 3.C.1, 3.D.4, 3.E.5, 3.G.7, 3.G.8	4.A.1, 4.B.2, 4.B.5, 4.B.7, 4.B.12-14	1.D, 1.F, 1.K, 3.A, 3.B, 3.C, 3.E, 5.S, 5.T, 5.U, 5.V, 5.W
Follow the Path - Chapter 2	1.A.1-3, 1.A.5, 1.A.6, 1.B.1, 1.B.2, 1.B.4, 1.B.5, 1.B.7, 2.A.4, 2.A.5, 2.B.4, 3.B.1-4	3.D.1, 3.D.2, 3.E.1, 3.E.3, 3.E.5, 3.G.1, 3.G.7, 3.G.8	4.B.1, 4.B.12	3.A, 3.B, 3.E, 3.G, 4.D, 5.R, 5.S
Follow the Path - Chapter 3	1.A.1-3, 1.A.5, 1.A.6, 1.B.1, 1.B.2, 1.B.7, 2.A.5, 2.B.4, 3.A.1, 3.A.3, 3.B.1, 3.B.4	3.A.3, 3.A.4, 3.B.1, 3.B.5, 3.C.1, 3.D.1, 3.D.2, 3.D.5, 3.E.1-5, 3.F.1, 3.F.2, 3.F.4, 3.F.5, 3.F.7, 3.G.6	4.A.2, 4.B.5, 4.B.9, 4.B.13	3.B, 3.C, 5.S, 5.T, 5.V, 5.W
Follow the Path - Chapter 4	1.A.1-3, 1.A.5, 1.A.6, 1.B.1, 1.B.2, 1.B.4, 1.B.5, 1.B.7, 2.A.4, 2.A.5, 2.B.4, 3.B.1, 3.B.4	3.A.3, 3.A.4, 3.C.1-3, 3.D.1, 3.D.2, 3.D.5, 3.E.1, 3.E.3-6, 3.F.1-5	4.B.14	2.D, 3.A, 3.E, 4.A, 4.B
Local Activities	1.A.1, 1.A.2, 1.B.1, 1.B.5, 4.A.3, 4.A.4	3.A.1, 3.A.3, 3.A.4, 3.B.1, 3.C.1-3, 3.D.1-5, 3.E.1, 3.E.3, 3.E.4, 3.E.6, 3.F.3-5	4.B.1, 4.B.8, 4.B.12	3.B, 3.F, 3.H

Cross Reference of New York State Education Standards: Forests of Fun and Local Activities				
Intermediate, Grades 6-8	English	Mathematics	Science	Social Studies
Reach for the Canopy - Chapter 1	1.A.1-6, 1.B.4, 1.B.6, 2.B.3, 2.B.4, 3.A.1, 3.A.2, 3.B.3, 4.A.1, 4.A.2, 4.A.4	3.D.1, 3.D.2, 3.D.6, 3.E.1, 3.E.4, 3.E.6, 3.G.1, 3.G.2, 3.G.6	4.A.7, 4.B.1, 4.B.9, 4.B.14, 4.B.15	2.E
Reach for the Canopy - Chapter 2	1.A.1, 1.A.3, 1.A.5, 1.A.6, 1.B.3, 1.B.4, 1.B.6, 2.B.4, 3.A.1, 3.A.2, 3.B.4, 4.A.1, 4.B.2, 4.B.4	3.A.1, 3.A.3, 3.D.1, 3.D.2, 3.E.1, 3.E.6, 3.F.2, 3.G.2	4.B.5, 4.B.11, 4.B.13, 4.B.15	3.A, 3.B, 3.C, 3.D, 3.F, 3.G
Reach for the Canopy - Chapter 3	1.A.1-3, 1.A.5, 1.A.6, 1.B.3, 1.B.4, 2.B.4, 3.A.1, 3.A.2, 4.A.1, 4.A.2	3.A.1, 3.A.3, 3.A.4, 3.D.1, 3.D.2, 3.E.6, 3.F.2, 3.F.3, 3.G.2, 3.G.6	4.A.7, 4.B.14, 4.B.15	
Reach for the Canopy - Chapter 4	1.A.1, 1.A.3, 1.A.5, 1.A.6, 2.B.4, 3.A.1, 3.A.2, 4.A.1, 4.A.2	3.A.1, 3.B.1, 3.C.1, 3.C.3, 3.C.5, 3.E.1-6, 3.F.2, 3.G.2, 3.G.4	4.B.15	
Local Activities	1.A.1-3, 1.A.5, 3.A.4, 4.A.1, 4.A.2, 4.B.2	3.A.1, 3.B.1, 3.C.1, 3.C.7, 3.D.1, 3.D.2, 3.D.10, 3.E.1-4, 3.E.6, 3.F.1, 3.F.2, 3.G.8	4.B.5, 4.B.16	2.E, 3.A, 3.B, 3.D, 3.G

Cross Reference of New York State Education Standards: Forests of Fun and Local Activities				
Commencement, Grades 9-12	English	Mathematics	Science	Social Studies
Explore the Deep Woods - Chapter 1	1.A.5, 1.B.2, 2.B.4, 4.A.1, 4.A.2, 4.A.3, 4.B.1, 4.B.2	3.E.4	4.B.4, 4.B.7	1.C, 1.D, 2.H, 2.M, 2.P, 2.F
Explore the Deep Woods - Chapter 2	1.A.5, 1.B.3, 3.B.2, 4.A.1, 4.A.2	3.E.6	4.B.11, 4.B.12, 4.B.15	2.A, 2.B, 2.N, 3.B, 3.F, 3.H, 3.J, 4.A, 5.A, 5.E, 5.Q
Explore the Deep Woods - Chapter 3	4.A.1, 4.A.2		4.B.5, 4.B.12, 4.B.13, 4.B.15, 4.B.16	
Explore the Deep Woods - Chapter 4	1.A.1, 4.A.1, 4.A.2	3.C.1, 3.D.3, 3.E.1, 3.E.2, 3.E.4, 3.E.6, 3.E.8, 3.E.9, 3.G.7	4.B.1, 4.B.12-14, 4.B.16	4.J, 5.Q, 5.T
Local Activities	1.A.4, 1.A.5, 4.A.1, 4.A.2, 4.B.1, 4.B.2	3.C.1, 3.E.1, 3.E.2, 3.E.6, 3.E.8	4.B.11, 4.B.13	3.I

New York State English Education Standards Overview

English	Follow the Path	Reach for the Canopy	Explore the Deep Woods	Local Activities
<u>Standard 1</u>				
<u>Listening and Reading</u>				
1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.	X	X	X	X
<u>Speaking and Writing</u>				
2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	X	X	X	X
<u>Standard 2</u>				
<u>Listening and Reading</u>				
1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.	X			X
<u>Speaking and Writing</u>				
2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	X	X	X	X
<u>Standard 3</u>				
<u>Listening and Reading</u>				
1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	X	X		X
<u>Speaking and Writing</u>				
2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	X	X	X	X

New York State English Education Standards Overview

English	Follow the Path	Reach for the Canopy	Explore the Deep Woods	Local Activities
<p><u>Standard 4</u> <u>Listening and Speaking</u></p>				
<p>1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p>	X	X	X	X
<p><u>Reading and Writing</u></p>				
<p>2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.</p>	X		X	X

New York State Mathematics Education Standards Overview

Mathematics	Follow the Path	Reach for the Canopy	Explore the Deep Woods	Local Activities
Mathematical Reasoning 1. Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.	X	X		X
Numbers and Numeration 2. Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.	X	X		X
Operations 3. Students use mathematical operations and relationships among them to understand mathematics.	X	X	X	X
Modeling and Multiple Representation 4. Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.	X	X	X	X
Measurement 5. Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.	X	X	X	X
Uncertainty 6. Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.	X	X		X
Patterns/Functions 7. Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.	X	X	X	X

New York State Science Education Standards Overview

SCIENCE	Follow the Path	Reach for the Canopy	Explore the Deep Woods	Local Activities
Physical Setting				
1. The Earth and celestial phenomena can be described by principles of relative motion and perspective.				
2. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	X	X		
3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.				X
4. Energy exists in many forms, and when these forms change energy is conserved.		X		
5. Energy and matter interact through forces that result in changes in motion.				
The Living World				
1. Living things are both similar to and different from each other and nonliving things.	X	X	X	X
2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.			X	
3. Individual organisms and species change over time.	X	X		
4. The continuity of life is sustained through reproduction and development.	X	X	X	X
5. Organisms maintain a dynamic equilibrium that sustains life.		X		
6. Plants and animals depend on each other and their physical environment.	X	X	X	
7. Human decisions and activities have had a profound impact on the physical and living environment.	X	X	X	X

New York State Mathematics Education Standards Overview

SOCIAL STUDIES	Follow the Path	Reach for the Canopy	Explore the Deep Woods	Local Activities
<p><u>Standard 1</u> 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.</p>	X		X	
<p><u>Standard 2</u> 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.</p>	X	X	X	
<p><u>Standard 3</u> 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.</p>	X	X	X	X
<p><u>Standard 4</u> 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 United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	X		X	
<p><u>Standard 5</u> Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	X		X	

NYS Standards - English	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
ELEMENTARY, Grades 3-5						
Standard 1						
A. Listening and Reading						
1. gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams	X	X	X	X	X	X
2. select information appropriate to the purpose of their investigation and relate ideas from one text to another	X	X	X	X	X	X
3. select and use strategies they have been taught for notetaking, organizing, and categorizing information	X	X	X	X		X
4. ask specific questions to clarify and extend meaning	X					X
5. make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words	X	X	X	X		X
6. support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.	X	X	X	X		X
B. Speaking and Writing						
1. present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts	X	X	X	X	X	X
2. select a focus, organization, and point of view for oral and written presentations		X	X	X		X
3. use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference	X					X
4. use details, examples, anecdotes, or personal experiences to explain or clarify information	X	X		X		X
5. include relevant information and exclude extraneous material		X		X	X	X
6. use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts	X					X
7. observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.	X	X	X	X		X

NYS Standards - English	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
Standard 2						
A. Listening and Reading						
1. read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers	X					X
2. recognize some features that distinguish the genres and use those features to aid comprehension						
3. understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives						
4. use inference and deduction to understand the text	X	X		X		X
5. read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning	X	X	X	X		X
6. evaluate literary merit.						
B. Speaking and Writing						
1. present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure						
2. explain the meaning of literary works with some attention to meanings beyond the literal level	X					X
3. create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary						
4. observe the conventions of grammar and usage, spelling, and punctuation.	X	X	X	X		X

NYS Standards - English	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
Standard 3						
A. Listening and Reading						
1. read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor	X		X			X
2. make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement						
3. recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis	X		X			X
4. evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully.						
B. Speaking and Writing						
1. express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence	X	X	X	X		X
2. present arguments for certain views or actions with reference to specific criteria that support the argument (E.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost.)	X	X				X
3. monitor and adjust their own oral and written presentations to meet criteria for competent performance (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.)	X	X				X
4. use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing.	X	X	X	X		X

NYS Standards - English	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
<u>Standard 4</u>						
A. Listening and Speaking						
1. listen attentively and recognize when it is appropriate for them to speak						
2. take turns speaking and respond to others' ideas in conversations on familiar topics	X				X	X
3. recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.	X				X	X
B. Reading and Writing						
1. exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions						
2. adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message	X					
3. read and discuss published letters, diaries, and journals to learn the conventions of social writing.						

NYS Standards - English	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
INTERMEDIATE, Grades 6-8						
Standard 1						
A. Listening and Reading						
1. interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience	X	X	X	X	X	X
2. compare and synthesize information from different sources	X		X		X	X
3. use a wide variety of strategies for selecting, organizing, and categorizing information	X	X	X	X	X	X
4. distinguish between relevant and irrelevant information and between fact and opinion	X					X
5. relate new information to prior knowledge and experience	X	X	X	X	X	X
6. understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details.	X	X	X	X		X
B. Speaking and Writing						
1. produce oral and written reports on topics related to all school subjects						
2. establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented						
3. organize information according to an identifiable structure, such as compare/contrast or general to specific		X	X			X
4. develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material	X	X	X			X
5. use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce wellconstructed informational texts						
6. use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.	X	X				X

NYS Standards - English	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
<u>Standard 2</u>						
A. Listening and Reading						
1. read and view texts and performances from a wide range of authors, subjects, and genres						
2. understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature						
3. identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work						
4. recognize different levels of meaning						
5. read aloud with expression, conveying the meaning and mood of a work						
6. evaluate literary merit based on an understanding of the genre and the literary elements.						
B. Speaking and Writing						
1. present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience						
2. produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect						
3. write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice	X					X
4. use standard English effectively.	X	X	X	X		X

NYS Standards - English	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
Standard 3						
A. Listening and Reading						
1. analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials	X	X	X	X		X
2. assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the genre to evaluate a sports editorial)	X	X	X	X		X
3. understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (E.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result.)						
4. evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches.					X	X
B. Speaking and Writing						
1. present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with welldeveloped arguments						
2. develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis)						
3. monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate)	X					X
4. use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.		X				X

NYS Standards - English	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
<u>Standard 4</u>						
A. Listening and Speaking						
1. listen attentively to others and build on others' ideas in conversations with peers and adults	X	X	X	X	X	X
2. express ideas and concerns clearly and respectfully in conversations and group discussions	X	X	X	X	X	X
3. learn some words and expressions in another language to communicate with a peer or adult who speaks that language						
4. use verbal and nonverbal skills to improve communication with others.	X	X			X	X
B. Reading and Writing						
1. write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users						
2. use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message					X	X
3. read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing.						

NYS Standards - English	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
COMMENCEMENT, Grades 9-12						
Standard 1						
A. Listening and Reading						
1. interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses				X		X
2. synthesize information from diverse sources and identify complexities and discrepancies in the information						
3. use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts						
4. make distinctions about the relative value and significance of specific data, facts, and ideas					X	X
5. make perceptive and well developed connections to prior knowledge	X	X			X	X
6. evaluate writing strategies and presentational features that affect interpretation of the information.						
B. Speaking and Writing						
1. write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects						
2. present a controlling idea that conveys an individual perspective and insight into the topic	X					X
3. use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast		X				X
4. support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument						
5. revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect						
6. use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively.						

NYS Standards - English	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
<u>Standard 2</u>						
A. Listening and Reading						
1. read and view independently and fluently across many genres of literature from many cultures and historical periods						
2. identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work						
3. recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work						
4. understand how multiple levels of meaning are conveyed in a text						
5. read aloud expressively to convey a clear interpretation of the work						
6. evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition.						
B. Speaking and Writing						
1. present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge						
2. produce literary interpretations that explicate the multiple layers of meaning						
3. write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect						
4. use standard English skillfully and with an individual style.	X					X

NYS Standards - English	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
Standard 3						
A. Listening and Reading						
1. analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism						
2. evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study (e.g., using both Poe’s elements of a short story and the elements of “naturalist fiction” to evaluate a modern story)						
3. make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria (E.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length)						
4. evaluate and compare their own and others’ work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important.						
B. Speaking and Writing						
1. present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses						
2. make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position		X				X
3. monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience						
4. use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.						

NYS Standards - English	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
<u>Standard 4</u>						
A. Listening and Speaking						
1. engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them	X	X	X	X	X	X
2. express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation	X	X	X	X	X	X
3. use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.	X					X
B. Reading and Writing						
1. use a variety of print and electronic forms for social communication with peers and adults	X				X	X
2. make effective use of language and style to connect the message with the audience and context	X				X	X
3. study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups.						

NYS Standards - No. 3 - Mathematics	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
ELEMENTARY, Grades 3-5						
A. Mathematical Reasoning						
1. use models, facts, and relationships to draw conclusions about mathematics and explain their thinking.					X	X
2. use patterns and relationships to analyze mathematical situations.	X					X
3. justify their answers and solution processes.	X		X	X	X	X
4. use logical reasoning to reach simple conclusions.	X		X	X	X	X
B. Number and Numeration						
1. use whole numbers and fractions to identify locations, quantify groups of objects, and measure distances.			X		X	X
2. use concrete materials to model numbers and number relationships for whole numbers and common fractions, including decimal fractions.	X					X
3. relate counting to grouping and to place-value.	X					X
4. recognize the order of whole numbers and commonly used fractions and decimals.						
5. demonstrate the concept of percent through problems	X		X			X
C. Operations						
1. add, subtract, multiply, and divide whole numbers.	X		X	X	X	X
2. develop strategies for selecting the appropriate computational and operational method in problemsolving situations.				X	X	X
3. know single digit addition, subtraction, multiplication, and division facts.				X	X	X
4. understand the commutative and associative properties.						
D. Modeling/Multiple Representation						
1. use concrete materials to model spatial relationships.		X	X	X	X	X
2. construct tables, charts, and graphs to display and analyze real-world data.		X	X	X	X	X
3. use multiple representations (simulations, manipulative materials, pictures, and diagrams) as tools to explain the operation of everyday procedures.					X	X
4. use variables such as height, weight, and hand size to predict changes over time.	X				X	X
5. use physical materials, pictures, and diagrams to explain mathematical ideas and processes and to demonstrate geometric concepts.			X	X	X	X

NYS Standards - Mathematics	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
E. Measurement						
1. understand that measurement is approximate, never exact.		X	X	X	X	X
2. select appropriate standard and nonstandard measurement tools in measurement activities.			X			X
3. understand the attributes of area, length, capacity, weight, volume, time, temperature, and angle.		X	X	X	X	X
4. estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.			X	X	X	X
5. collect and display data.	X	X	X	X		X
6. use statistical methods such as graphs, tables, and charts to interpret data.				X	X	X
F. Uncertainty						
1. make estimates to compare to actual results of both formal and informal measurement.			X	X		X
2. make estimates to compare to actual results of computations.			X	X		X
3. recognize situations where only an estimate is required.				X	X	X
4. develop a wide variety of estimation skills and strategies.			X	X	X	X
5. determine the reasonableness of results.			X	X	X	X
6. predict experimental probabilities.						
7. make predictions using unbiased random samples.			X			X
8. determine probabilities of simple events.						
G. Patterns/Functions						
1. recognize, describe, extend, and create a wide variety of patterns.		X				X
2. represent and describe mathematical relationships.						
3. explore and express relationships using variables and open sentences.						
4. solve for an unknown using manipulative materials.						
5. use a variety of manipulative materials and technologies to explore patterns.						
6. interpret graphs.			X			X
7. explore and develop relationships among two- and three-dimensional geometric shapes.	X	X				X
8. discover patterns in nature, art, music, and literature.	X	X				X

NYS Standards - No. 3 - Math	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
<u>INTERMEDIATE, Grades 6-8</u>						
<u>A. Mathematical Reasoning</u>						
1. apply a variety of reasoning strategies.		X	X	X	X	X
2. make and evaluate conjectures and arguments using appropriate language.						
3. make conclusions based on inductive reasoning.		X	X			X
4. justify conclusions involving simple and compound (i.e., and/or) statements.			X			X
<u>B. Number and Numeration</u>						
1. understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, expanded and scientific notation).				X	X	X
2. understand and apply ratios, proportions, and percents through a wide variety of hands-on explorations.					X	X
3. develop an understanding of number theory (primes, factors, and multiples).						
4. recognize order relations for decimals, integers, and rational numbers.						
<u>C. Operations</u>						
1. add, subtract, multiply, and divide fractions, decimals, and integers.				X	X	X
2. explore and use the operations dealing with roots and powers.						
3. use grouping symbols (parentheses) to clarify the intended order of operations.				X		X
4. apply the associative, commutative, distributive, inverse, and identity properties.						
5. demonstrate an understanding of operational algorithms (procedures for adding, subtracting, etc.).				X		X
6. develop appropriate proficiency with facts and algorithms.						
7. apply concepts of ratio and proportion to solve problems.					X	X

NYS Standards - Math (continued)	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
<u>D. Modeling/Multiple Representation</u>						
1. visualize, represent, and transform two- and threedimensional shapes.	X	X	X		X	X
2. use maps and scale drawings to represent real objects or places.	X	X	X		X	X
3. use the coordinate plane to explore geometric ideas.						
4. represent numerical relationships in one- and twodimensional graphs.						
5. use variables to represent relationships.						
6. use concrete materials and diagrams to describe the operation of real world processes and systems.	X					X
7. develop and explore models that do and do not rely on chance.						
8. investigate both two- and three-dimensional transformations.						
9. use appropriate tools to construct and verify geometric relationships.						
10. develop procedures for basic geometric constructions.					X	X
<u>E. Measurement</u>						
1. estimate, make, and use measurements in real-world situations.	X	X		X	X	X
2. select appropriate standard and nonstandard measurement units and tools to measure to a desired degree of accuracy.				X	X	X
3. develop measurement skills and informally derive and apply formulas in direct measurement activities.				X	X	X
4. use statistical methods and measures of central tendencies to display, describe, and compare data.	X			X	X	X
5. explore and produce graphic representations of data using calculators/computers.				X		X
6. develop critical judgment	X	X	X	X	X	X
<u>F. Uncertainty</u>						
1. use estimation to check the reasonableness of results obtained by computation, algorithms, or the use of technology.					X	X
2. use estimation to solve problems for which exact answers are inappropriate.		X	X	X	X	X
3. estimate the probability of events.			X			X
4. use simulation techniques to estimate probabilities.						
5. determine probabilities of independent and mutually exclusive events.						

NYS Standards - Math (continued)	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
<u>G. Patterns/Functions</u>						
1. recognize, describe, and generalize a wide variety of patterns and functions.	X					X
2. describe and represent patterns and functional relationships using tables, charts and graphs, algebraic expressions, rules, and verbal descriptions.	X	X	X	X		X
3. develop methods to solve basic linear and quadratic equations.						
4. develop an understanding of functions and functional relationships: that a change in one quantity (variable) results in change in another.				X		X
5. verify results of substituting variables.						
6. apply the concept of similarity in relevant situations.	X		X			X
7. use properties of polygons to classify them.						
8. explore relationships involving points, lines, angles, and planes.					X	X
9. develop and apply the Pythagorean principle in the solution of problems.						
10. explore and develop basic concepts of right triangle trigonometry.						
11. use patterns and functions to represent and solve problems.						

NYS Standards - No. 3 - Math	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
COMMENCEMENT, Grades 9-12						
A. Mathematical Reasoning						
1. construct simple logical arguments.						
2. follow and judge the validity of logical arguments.						
3. use symbolic logic in the construction of valid arguments.						
4. construct proofs based on deductive reasoning.						
B. Number and Numeration						
1. understand and use rational and irrational numbers.						
2. recognize the order of the real numbers.						
3. apply the properties of the real numbers to various subsets of numbers.						
C. Operations						
1. use addition, subtraction, multiplication, division, and exponentiation with real numbers and algebraic expressions.				X	X	X
2. develop an understanding of and use the composition of functions and transformations.						
3. explore and use negative exponents on integers and algebraic expressions.						
4. use field properties to justify mathematical procedures.						
5. use transformations on figures and functions in the coordinate plane.						
D. Modeling/Multiple Representation						
1. represent problem situations symbolically by using algebraic expressions, sequences, tree diagrams, geometric figures, and graphs.						
2. manipulate symbolic representations to explore concepts at an abstract level.						
3. choose appropriate representations to facilitate the solving of a problem.				X		X
4. use learning technologies to make and verify geometric conjectures .						
5. justify the procedures for basic geometric constructions.						
6. investigate transformations in the coordinate plane.						
7. develop meaning for basic conic sections.						
8. develop and apply the concept of basic loci to compound loci.						
9. use graphing utilities to create and explore geometric and algebraic models.						
10. model real-world problems with systems of equations and inequalities.						

NYS Standards - Math (continued)	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
E. Measurement						
1. derive and apply formulas to find measures such as length, area, volume, weight, time, and angle in realworld contexts.				X	X	X
2. choose the appropriate tools for measurement.				X	X	X
3. use dimensional analysis techniques.						
4. use statistical methods including measures of central tendency to describe and compare data.	X			X		X
5. use trigonometry as a method to measure indirectly.						
6. apply proportions to scale drawings, computer-assisted design blueprints, and direct variation in order to compute indirect measurements.		X		X	X	X
7. relate absolute value, distance between two points, and the slope of a line to the coordinate plane.						
8. understand error in measurement and its consequence on subsequent calculations.				X	X	X
9. use geometric relationships in relevant measurement problems involving geometric concepts.				X		X
F. Uncertainty						
1. judge the reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics.						
2. judge the reasonableness of a graph produced by a calculator or computer.						
3. use experimental or theoretical probability to represent and solve problems involving uncertainty.						
4. use the concept of random variable in computing probabilities.						
5. determine probabilities using permutations and combinations.						
G. Patterns/Functions						
1. use function vocabulary and notation.						
2. represent and analyze functions using verbal descriptions, tables, equations, and graphs.						
3. translate among the verbal descriptions, tables, equations and graphic forms of functions.						
4. analyze the effect of parametric changes on the graphs of functions.						
5. apply linear, exponential, and quadratic functions in the solution of problems.						
6. apply and interpret transformations to functions.						
7. model real-world situations with the appropriate function.				X		X
8. apply axiomatic structure to algebra and geometry.						
9. use computers and graphing calculators to analyze mathematical phenomena.						

NYS Standards - Social Studies	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
<u>ELEMENTARY, Grades 3-5</u>						
<u>Standard 1</u>						
A. 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						
B. understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents						
C. explain those values, practices, and traditions that unite all Americans.						
D. gather and organize information about the traditions transmitted by various groups living in their neighborhood and community	X					X
E. recognize how traditions and practices were passed from one generation to the next						
F. distinguish between near and distant past and interpret simple timelines.	X					X
G. gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities						
H. classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious						
I. identify individuals who have helped to strengthen democracy in the United States and throughout the world.						
J. consider different interpretations of key events and/or issues in history and understand the differences in these accounts						
K. explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State	X					X
L. view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.						

NYS Standards - Social Studies	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
<u>Standard 2</u>						
A. read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses						
B. 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						
C. study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.						
D. distinguish between past, present, and future time periods				X		X
E. develop timelines that display important events and eras from world history						
F. measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points	X					X
G. compare important events and accomplishments from different time periods in world history.						
H. understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities						
I. gather and present information about important developments from world history						
J. understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.						
K. consider different interpretations of key events and developments in world history and understand the differences in these accounts						
L. 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						
M. view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.						

NYS Standards - Social Studies	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
<u>Standard 3</u>						
A. study about how people live, work, and utilize natural resources	X	X		X		X
B. draw maps and diagrams that serve as representations of places, physical features, and objects	X	X	X		X	X
C. 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)	X		X			X
D. identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994)						
E. investigate how people depend on and modify the physical environment.	X	X		X		X
F. 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)					X	X
G. gather and organize geographic information from a variety of sources and display in a number of ways		X				X
H. analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. (Adapted from National Geography Standards, 1994)					X	X

NYS Standards - Social Studies	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
<u>Standard 4</u>						
A. know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources				X		X
B. explain how people's wants exceed their limited resources and that this condition defines scarcity				X		X
C. know that scarcity requires individuals to make choices and that these choices involve costs						
D. study about how the availability and distribution of resources is important to a nation's economic growth		X				X
E. 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?						
F. investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.						
G. locate economic information, using card catalogues, computer databases, indices, and library guides						
H. collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources						
I. make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary						
J. present economic information by developing charts, tables, diagrams, and simple graphs.						

NYS Standards - Social Studies	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
<u>Standard 5</u>						
A. know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice						
B. explain the probable consequences of the absence of government and rules						
C. describe the basic purposes of government and the importance of civic life						
D. understand that social and political systems are based upon people's beliefs						
E. discuss how and why the world is divided into nations and what kinds of governments other nations have.						
F. 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						
G. understand the basic civil values that are the foundation of American constitutional democracy						
H. know what the United States Constitution is and why it is important. (Adapted from 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						
J. understand the structure of New York State and local governments, including executive, legislative, and judicial branches						
K. identify their legislative and executive representatives at the local, state, and national governments. (Adapted from The National Standards for Civics and Government, 1994)						
L. understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation						
M. examine what it means to be a good citizen in the classroom, school, home, and community						
N. identify and describe the rules and responsibilities students have at home, in the classroom, and at school						
O. examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State						
P. understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service						
Q. identify basic rights that students have and those that they will acquire as they age.						
R. show a willingness to consider other points of view before drawing conclusions or making judgments		X				X

NYS Standards - Social Studies	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
<u>Standard 5 (continued)</u>						
S. participate in activities that focus on a classroom, school, or community issue or problem	X	X	X			X
T. suggest alternative solutions or courses of action to hypothetical or historic problems	X		X			X
U. evaluate the consequences for each alternative solution or course of action	X					
V. prioritize the solutions based on established criteria	X		X			X
W. propose an action plan to address the issue of how to solve the problem.	X		X		X	X

NYS Standards - Social Studies	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
INTERMEDIATE, Grades 6-8						
<u>Standard 1</u>						
A. 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						
B. 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.						
C. describe the reasons for periodizing history in different ways						
D. investigate key turning points in New York State and United States history and explain why these events or developments are significant						
E. understand the relationship between the relative importance of United States domestic and foreign policies over time						
F. analyze the role played by the United States in international politics, past and present.						
G. 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						
H. gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States						
I. 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						
J. classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.						
K. consider the sources of historic documents, narratives, or artifacts and evaluate their reliability						
L. understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives						
M. 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						
N. describe historic events through the eyes and experiences of those who were there. (Taken from National Standards for History for Grades K-4)						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
<u>Standard 2</u>						
A. 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						
B. know some important historic events and developments of past civilizations						
C. interpret and analyze documents and artifacts related to significant developments and events in world history.						
D. develop timelines by placing important events and developments in world history in their correct chronological order						
E. measure time periods by years, decades, centuries, and millennia	X				X	X
F. 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.						
G. investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history						
H. interpret and analyze documents and artifacts related to significant developments and events in world history						
I. classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic.						
J. 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)						
K. analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians						
L. 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						
M. 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.						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
<u>Standard 3</u>						
A. map information about people, places, and environments		X			X	X
B. understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from National Geography Standards, 1994)		X			X	X
C. investigate why people and places are located where they are located and what patterns can be perceived in these locations		X				X
D. describe the relationships between people and environments and the connections between people and places.		X			X	X
E. formulate geographic questions and define geographic issues and problems						
F. 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)		X				X
G. present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models		X			X	X
H. interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
<u>Standard 4</u>						
A. explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources						
B. define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems						
C. understand how scarcity requires people and nations to make choices which involve costs and future considerations						
D. understand how people in the United States and throughout the world are both producers and consumers of goods and services						
E. investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems						
F. describe how traditional, command, market, and mixed economies answer the three fundamental economic questions						
G. explain how nations throughout the world have joined with one another to promote economic development and growth.						
H. identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources						
I. organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data						
J. evaluate economic data by differentiating fact from opinion and identifying frames of reference						
K. develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions						
L. present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
<u>Standard 5</u>						
A. analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs						
B. consider the nature and evolution of constitutional democracies						
C. 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						
D. analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.						
E. understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices						
F. 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						
G. compare and contrast the development and evolution of the constitutions of the United States and New York State						
H. define federalism and describe the powers granted the the national and state governments by the United States Constitution						
I. value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality						
J. understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.						
K. 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						
L. 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						
M. discuss the role of an informed citizen in today's changing world						
N. explain how Americans are citizens of their states and of the United States.						
O. respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint						
P. explain the role that civility plays in promoting effective citizenship in preserving democracy						
Q. participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.						

NYS Standards - Social Studies	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
<u>COMMENCEMENT, Grades 9-12</u>						
<u>Standard 1</u>						
A. analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans						
B. 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.						
C. discuss several schemes for periodizing the history of New York State and the United States	X					X
D. develop 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 issues	X					X
E. compare and contrast the experiences of different groups in the United States						
F. examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions						
G. analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies						
H. compare 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.						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
<u>Standard 2</u>						
A. 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		X				X
B. understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time		X				X
C. analyze historic events from around the world by examining accounts written from different perspectives						
D. understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras						
E. analyze changing and competing interpretations of issues, events, and developments throughout world history.						
F. 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						
G. 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						
H. analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective	X					X
I. explain the importance of analyzing narratives drawn from different times and places to understand historical events						
J. 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.						
K. analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities						
L. explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world						
M. examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.	X					X
N. 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		X				X

NYS Standards - Social Studies

	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
<u>Standard 2 (continued)</u>						
O. interpret and analyze documents and artifacts related to significant developments and events in world history						
P. plan and organize historical research projects related to regional or global interdependence	X					X
Q. 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)						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
Standard 3						
A. understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions						
B. describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities		X				X
C. investigate the characteristics, distribution, and migration of human populations on the Earth's surface (Taken from National Geography Standards, 1994)						
D. understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world						
E. 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)						
F. explain how technological change affects people, places, and regions.	X	X				X
G. plan, organize, and present geographic research projects						
H. locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994)		X				X
I. select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information					X	X
J. 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)		X				X
K. develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
<u>Standard 4</u>						
A. 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		X				X
B. 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						
C. understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits						
D. describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system						
E. compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions						
F. explain how economic decision making has become global as a result of an interdependent world economy						
G. understand the roles in the economic system of consumers, producers, workers, investors, and voters.						
H. identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources						
I. use 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 problems						
J. apply 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 position				X		X
K. present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations.						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
<u>Standard 5</u>						
A. analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs		X				X
B. consider the nature and evolution of constitutional democracies throughout the world						
C. 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						
D. identify and analyze advantages and disadvantages of various governmental systems.						
E. trace the evolution of American values, beliefs, and institutions		X				X
F. 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						
G. identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society						
H. compare and contrast the Constitutions of the United States and New York State						
I. understand the dynamic relationship between federalism and state's rights.						
J. 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)						
K. 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						
L. describe how citizenship is defined by the Constitution and important laws						
M. explore how citizens influence public policy in a representative democracy.						
N. participate as informed citizens in the political justice system and processes of the United States, including voting						
O. 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)						

NYS Standards - Social Studies	Ch. 1	Ch. 2	Ch. 3	Ch. 4	Local Activities	Total Covered
Standard 5 (continued)						
P. take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs						
Q. 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)		X		X		X
R. participate in school/classroom/community activities that focus on an issue or problem						
S. 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				X		X
T. explain how democratic principles have been used in resolving an issue or problem.						

NYS Standards - No. 4 - Science	Follow the Path Ch. 1	Follow the Path Ch. 2	Follow the Path Ch. 3	Follow the Path Ch. 4	Local Activities	Total Covered
ELEMENTARY, Grades 3-5						
A. Physical Setting						
1. describe patterns of daily, monthly, and seasonal changes in their environment.						
2. describe the relationships among air, water, and land on Earth.			X			X
3. observe and describe properties of materials using appropriate tools.						
4. describe chemical and physical changes, including changes in states of matter.						
5. describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.						
6. observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy).						
7. describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.						
8. describe how forces can operate across distances.						
B. The Living Environment						
1. describe the characteristics of and variations between living and nonliving things.		X			X	X
2. describe the life processes common to all living things.	X					X
3. recognize that traits of living things are both inherited and acquired or learned.						
4. recognize that for humans and other living things there is genetic continuity between generations.						
5. describe how the structures of plants and animals complement the environment of the plant or animal.	X		X			X
6. observe that differences within a species may give individuals an advantage in surviving and reproducing.						
7. describe the major stages in the life cycles of selected plants and animals.	X					X
8. describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.			X		X	X
9. describe basic life functions of common living specimens (guppy, mealworm, gerbil).						
10. describe some survival behaviors of common living specimens.						
11. describe the factors that help promote good health and growth in humans.						
12. describe how plants and animals, including humans, depend upon each other and the nonliving environment.	X	X			X	X
13. describe the relationship of the sun as an energy source for living and nonliving cycles.	X		X			X
14. identify ways in which humans have changed their environment and the effects of those changes.	X			X		X

NYS Standards - No. 4 - Science	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
INTERMEDIATE, Grades 6-8						
A. Physical Setting						
1. explain daily, monthly, and seasonal changes on earth.						
2. explain how the atmosphere (air), hydrosphere (water), and lithosphere (land) interact, evolve, and change.	X	X	X	X		X
3. describe volcano and earthquake patterns, the rock cycle, and weather and climate changes.						
4. observe and describe properties of materials, such as density, conductivity, and solubility.						
5. distinguish between chemical and physical changes.						
6. develop their own mental models to explain common chemical reactions and changes in states of matter.						
7. describe the sources and identify the transformations of energy observed in everyday life.	X		X			X
8. observe and describe heating and cooling events.						
9. observe and describe energy changes as related to chemical reactions.						
10. observe and describe the properties of sound, light, magnetism, and electricity.						
11. describe situations that support the principle of conservation of energy.						
12. describe different patterns of motion of objects.						
13. observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects.						

NYS Standards - Science	Reach for the Canopy Ch. 1	Reach for the Canopy Ch. 2	Reach for the Canopy Ch. 3	Reach for the Canopy Ch. 4	Local Activities	Total Covered
B. The Living Environment						
1. compare and contrast the parts of plants, animals, and one-celled organisms.	X					X
2. explain the functioning of the major human organ systems and their interactions.						
3. describe sexual and asexual mechanisms for passing genetic materials from generation to generation.						
4. describe simple mechanisms related to the inheritance of some physical traits in offspring						
5. describe sources of variation in organisms and their structures and relate the variations to survival.		X			X	X
6. describe factors responsible for competition within species and the significance of that competition.						
7. observe and describe the variations in reproductive patterns of organisms, including asexual and sexual reproduction.						
8. explain the role of sperm and egg cells in sexual reproduction.						
9. observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seedbearing plants).	X					X
10. observe and describe cell division at the microscopic level and its macroscopic effects.						
11. compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.		X				X
12. describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth and explain the need for a constant input of energy for living organisms.						
13. describe the flow of energy and matter through food chains and food webs.		X				X
14. provide evidence that green plants make food and explain the significance of this process to other organisms.	X		X			X
15. describe how living things, including humans, depend upon the living and nonliving environment for their survival.	X	X	X	X		X
16. describe the effects of environmental changes on humans and other populations.					X	X

NYS Standards - No. 4 - Science	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
COMMENCEMENT, Grades 9-12						
A. Physical Setting						
1. explain complex phenomena, such as tides, variations in day length, solar insolation, apparent motion of the planets, and annual traverse of the constellations.						
2. describe current theories about the origin of the universe and solar system.						
3. use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of the Earth's plates.						
4. explain how incoming solar radiations, ocean currents, and land masses affect weather and climate.						
5. explain the properties of materials in terms of the arrangement and properties of the atoms that compose them.						
6. use atomic and molecular models to explain common chemical reactions.						
7. apply the principle of conservation of mass to chemical reactions.						
8. use kinetic molecular theory to explain rates of reactions and the relationships among temperature, pressure, and volume of a substance.						
9. observe and describe transmission of various forms of energy.						
10. explain heat in terms of kinetic molecular theory.						
11. explain variations in wavelength and frequency in terms of the source of the vibrations that produce them, e.g., molecules, electrons, and nuclear particles.						
12. explain the uses and hazards of radioactivity.						
13. explain and predict different patterns of motion of objects (e.g., linear and angular motion, velocity and acceleration, momentum and inertia).						
14. explain chemical bonding in terms of the motion of electrons.						
15. compare energy relationships within an atom's nucleus to those outside the nucleus.						

NYS Standards - Science	Explore the Deep Woods Ch. 1	Explore the Deep Woods Ch. 2	Explore the Deep Woods Ch. 3	Explore the Deep Woods Ch. 4	Local Activities	Total Covered
B. The Living Environment						
1. explain how diversity of populations within ecosystems relates to the stability of ecosystems.				X		X
2. describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).						
3. explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.						
4. explain how the structure and replication of genetic material result in offspring that resemble their parents.	X					X
5. explain how the technology of genetic engineering allows humans to alter the genetic makeup of organisms.			X			X
6. explain the mechanisms and patterns of evolution.						
7. explain how organisms, including humans, reproduce their own kind.	X					X
8. explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium.						
9. explain disease as a failure of homeostasis.						
10. relate processes at the system level to the cellular level in order to explain dynamic equilibrium in multicelled organisms.						
11. explain factors that limit growth of individuals and populations.		X			X	X
12. explain the importance of preserving diversity of species and habitats.		X	X	X		X
13. explain how the living and nonliving environments change over time and respond to disturbances.			X	X	X	X
14. describe the range of interrelationships of humans with the living and nonliving environment.				X		X
15. explain the impact of technological development and growth in the human population on the living and nonliving environment.		X	X			X
16. explain how individual choices and societal actions can contribute to improving the environment.			X	X		X