

Standards (History, Government, Geography, Economics)			Grade Band
<p>Introduction</p> <p>Unique Learning System and News-2-You maintains alignment with national and state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. The n2y Social Studies Instructional Targets have been aligned with the National Curriculum Standards for Social Studies, United States History Content Standards, Contents of National Standards in World History, National Standards for Civics and Government, National Geography Standards, Voluntary National Content Standards in Economics, and to a rigorous national search for grade level and extended standard social studies content.</p> <p>For students with significant cognitive disabilities, access and participation in the state’s adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides a means for a district to input these extended standards. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible.</p> <p>The chart below describes the sections of this alignment document. Each instructional target is addressed in one or more of the unit lessons. Additionally, differentiated task descriptors are provided to define how students with diverse abilities will have access to essential content of the standards.</p>			
Your State's Social Studies Standards		Your State’s Extended Standards	
		Each district may input the extended standards in this section.	
n2y Instructional Targets	n2y Grade Band Lessons and Activities	n2y Supporting Activities	
Instructional Targets reflect the essential content of grade level standards.	Unique's units focus on a science or social studies topic each month. All areas of social studies are addressed in a three-year cycle.	Unique	
		Unique's supporting tools and guides supplement the unit lessons. Pertinent supports include the online library, supplemental science lessons and core activities.	
		News-2-You	
		Supporting activities and lessons, which provide practice for Instructional Targets, are listed in this column.	
n2y Differentiated Tasks			
Differentiated task descriptors ensure that students with a wide variety of learning abilities and needs are able to access, participate in and make progress through the standards-based activities. Differentiated tasks descriptors are written in student performance terminology.			
Level 3	Level 2	Level 1	
<ul style="list-style-type: none">Students at this level are expected to reach the highest level of independence.	<ul style="list-style-type: none">Students at this level likely will require support in all learning activities.	<ul style="list-style-type: none">Students at this level require maximum support in learning. Increasing participation is the primary goal.	

History			Grades K–2
Your State's Social Studies Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities	
<ul style="list-style-type: none">Organize a sequence of events or dates on a timeline.Identify events or objects from the past or presentIdentify traditions of family, community or country.Share information about heritage and traditions in the country, state or community.Identify human needs of the past and present that influence the movement of people.Identify national symbols and holidays (e.g. American flag, bald eagle, July 4th, etc.)Share information about a historical figure and identify that person's contribution.	Unique December, 2015 – 2016 February, 2015 – 2016 December 2016 – 2017 January, 2016 – 2017 November, 2017 - 2018 December 2017 - 2018	Unique	
		n2y Library/Historical Books Standards Connection	
		News-2-You Current Issues Breaking News: World News Breaking News: Sports News Breaking News: Entertainment News Class News Activity	
n2y Differentiated Tasks			
Level 3	Level 2	Level 1	
<ul style="list-style-type: none">Students will place a sequence of events or dates on a timeline.Students will designate pictures of events or objects as belonging to the present or the past.Students will share information about a tradition of the family, community or country (birthdays, festival, 4th of July, etc.).Students will share historical information that led to the creation of their community, state or nation (people, events, etc.)Students will compare ways in which people met their needs in the past with the ways that people meet their needs in the present.Students will identify national symbols and holidays.Students will share information about a historical figure.	<ul style="list-style-type: none">Students will sequence days related to events.Students will identify an object as belonging to the present or the past.Students will share something families like to do (tradition).Students will identify a historical event or person that led to the creation of their community, state or nation.Students will match objects with human needs (food to eat, house for shelter, etc.).Students will identify common national symbols and holidays.Students will identify significant historical figures (George Washington, Abraham Lincoln, etc.).	<ul style="list-style-type: none">Students will match a day with an event.Students will identify personal pictures from the past.Students will share an important personal event (e.g., tradition).Students will identify a person or events in their community or state.Students will identify basic human needs (food, shelter, etc.).Students will identify a common national symbol or object associated with a holiday.Students will identify an important person from the past.	

Civics / Government		Grades K–2
Your State's Social Studies Standards		Your State's Extended Standards
n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
<ul style="list-style-type: none">Identify authority figures in the home, school and community.Identify purpose for rules in various situations and the consequences for not following them.Describe rights and responsibilities of being part of a group.Work collaboratively to complete a group task.Recognize voting as a means of selecting leaders or ending conflicts.	Unique	Unique
	September, 2015 – 2016 September, 2016 – 2017 September, 2017 – 2018	n2y Library Standards Connection
		News-2-You
		Class News Activity
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none">Students will identify and explain the role of targeted authority figures.Students will explain the reasons for rules and the consequences of not following rules.Students will explain basic rights and responsibilities of being part of a group.Students will work collaboratively to complete a group project.Students will assess options and then vote to make a classroom decision.	<ul style="list-style-type: none">Students will match authority figures to their role or location.Students will identify and follow rules of the classroom and school.Students will identify rights and responsibilities of members of a group.Students will work collaboratively for a purpose.Students will participate in a vote to make a classroom decision.	<ul style="list-style-type: none">With support, students will identify an authority figure.With support, students will follow a rule or direction.Students will exercise rights and responsibilities by making choices in group activities (can be errorless).Students will actively participate in a group activity.Students will actively participate in making a classroom decision.

Geography		Grades K–2
Your State's Social Studies Standards		Your State's Extended Standards
n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
<ul style="list-style-type: none">• Use simple maps and symbols to locate a specific place.• Describe the items found on a physical map and distinguish between those that are natural geographical features and those that humans have made part of the environment.• Connect physical features of a community with jobs.• Identify human modifications to the environment and explain how these changes help or hurt the environment.	Unique	Unique
	November, 2015 – 2016	n2y Library
	February, 2016 – 2017	Standards Connection
	April, 2017 – 2018	News-2-You
		Current Events Newspaper: Place in the News Extension Activity Breaking News: World News Activities: Geography Core Worksheets: United States Core Worksheets: United States and Canada Core Worksheets: Canada Core Worksheets: World and Oceans Joey's Locker: Cartoon
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none">• Students will use pictures and symbols on a simple map to locate places and locations.• Students will describe features found on a physical map and identify them as natural or man-made.• Students will describe jobs with various geographical and human-made features (fisherman in water, farmer in field, worker in a factory, a city scene, etc.).• Students will identify the ways that things built or done by people help or harm the environment (road for travel, planting a field for food, cutting trees that were animals' homes, etc.).	<ul style="list-style-type: none">• Students will use picture supports to locate places on a picture map.• Students will distinguish different features found on a physical map. (land, water, farmland, urban area, forest, ocean, etc.).• Students will match jobs to appropriate geographical and human-made features (farmer/field, teacher/school).• Students will identify items built or developed by people that change the environment (roads, bridges, malls, etc.).	<ul style="list-style-type: none">• Students will locate specific objects in a specified location.• Students will distinguish basic physical features of land or water.• Students will identify geographical features in the community.• Students will identify things built by people in the community (homes, stores, roads, etc.).

Economics		Grades K–2
Your State's Social Studies Standards		Your State's Extended Standards
n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
<ul style="list-style-type: none">• Compare amounts to determine <i>more</i> or <i>less</i>.• Recognize the difference between wants and needs.• Identify places where people buy or sell goods and services.• Distinguish between buying and selling.• Recognize that people earn money by doing a job or performing a chore.• Recognize that people must have money if they wish to buy products and services.	Unique April, 2015 – 2016 April 2016 – 2017	Unique n2y Library Standards Connection
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none">• Students will compare two prices and determine which is more or less than the other.• Students will describe the difference between wants and needs.• Students will identify stores where specific items are purchased.• Students will describe the difference between buying and selling.• Students will identify earning money with working at a job or completing a chore.• Students will identify forms of money used to buy goods and services.	<ul style="list-style-type: none">• Students will locate a price on an item being sold.• Students will identify wants (e.g., toys, games, treats) and needs (e.g., food, clothes, shelter).• Students will match items to a store where the items can be purchased.• Students will model buying and selling of goods or services.• Students will recognize that completing a job or chore can result in a reward in the form of a sticker, money or some other item of value.• Students will recognize that money is used to buy things.	<ul style="list-style-type: none">• Students will use money to make a purchase.• Student will indicate a want.• Students will identify something that can be purchased.• Students will participate in modeling buying and selling of goods or services.• Students will identify jobs or chores in the classroom and at home.• Students will identify forms of money (coins, bills, debit cards, etc.

US History		Grades 3–5		
Your State's Social Studies Standards		Your State's Extended Standards		
n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities		
<ul style="list-style-type: none">• Create a timeline of local, state or national events.• Create a narrative connecting the past and present.• Describe similarities and differences between life today and life in the past.• Describe features of the local community (land and water, culture, changes over time, etc.).• Describe the influence of cultural practices of groups from different places on the formation of the community, state or nation.• Compare past and present cultures of the state, country or community (e.g., life among Native Americans, settlers, immigrants).• Describe the results of exploration and colonization of the United States.• Identify reasons early settlers move.	Unique	Unique		
	December, 2015 – 2016 February, 2015 – 2016 December 2016 – 2017 January, 2016 – 2017 November, 2017 - 2018 December 2017 - 2018	n2y Library Standards Connection		
		News-2-You		
		Class News Activity		
n2y Differentiated Tasks				
Level 3	Level 2	Level 1		
<ul style="list-style-type: none">• Students will create a timeline of historical events.• Students will describe events, actions or objects that reflect the past.• Students will compare life in early America with life today (places, food, traditions, etc.).• Students will describe ways in which land, water or lifestyles have changed over time.• Students will trace events and ideas from early state or country history that influence life today.• Students will retell a story that reflects the past culture of a country, state or community in the past or present.• Students will explain why colonists settled and fought in America.• Students will explain why early settlers moved (land, better transportation, jobs etc.)	<ul style="list-style-type: none">• Students will sequence a series of events, days or dates.• Students will use pictures to show events, actions or objects of the past.• Students will describe pictures representing life in early America (clothing, homes, schools, etc.).• Students will match similar features of land, water or lifestyle from different places or periods of time.• Students will identify events or ideas from early state or country history.• Students will identify groups of people who lived in a country, state or community.• Students will identify why colonists settled in America.• Students will identify why early settlers moved.	<ul style="list-style-type: none">• Students will select an event or activity that occurs before or after another event or activity.• Students will sort pictures representing past or present times.• Students will select pictures that represent life in early America• Students will select pictures representing local land features, water sources, or lifestyles of the past.• Students will identify the state in which they live.• Students will select pictures representing people who lived in a country, state or community.• Students will demonstrate a basic freedom by making a choice.• Students will identify a reason to move.		

Government / Civics		Grades 3–5
Your State's Social Studies Standards		Your State's Extended Standards
n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
<ul style="list-style-type: none"> Identify central authority figures (principal, governor, president, etc.) and the basic role of each. Identify school, local, state and national laws and their purposes. Identify rights of U.S. citizens that are guaranteed by the Constitution. Explore the structure of the U.S., state and/or local government and their duties. (e.g., branches of government). Explore local, state and national citizenship rights and responsibilities (e.g., voting, obeying laws). Recognize that individual rights and responsibilities have consequences that may affect other individuals and groups Recognize voting as a means for a group of people to make a decision. 	Unique September, 2015 – 2016 September, 2016 – 2017 September, 2017 – 2018	Unique n2y Library Standards Connection
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will identify and explain the role of various authority figures. Students will identify basic rules and laws of their school, community or country. Students will explain how the Constitution establishes a set of rules which give U.S. citizens rights. Students will explain the basic structure of national, state and local government (e.g. branches of government) Students will identify examples of the basic rights and responsibilities of U.S citizens (the right to a fair trial, the responsibility to vote, etc.). As members of the school or community, students will recognize the difference between their rights and their responsibilities. Students will assess options and vote to make a decision. 	<ul style="list-style-type: none"> Students will identify country, state and community leaders (president, governor, mayor, principal etc.). Students will identify rules of the classroom or community and understand the consequences of failure to follow rules. Student will identify rights protected by the U.S. Constitution. Students will identify the basic structure of national, state and local government (e.g. branches of governments) Students will recognize that members of a community or country work and live together and that each member has rights and responsibilities. Students will identify the individual rights and responsibilities of members of the school or community (e.g., the right to be treated fairly, the responsibility to treat others fairly). Students will participate in a vote to make a classroom decision. 	<ul style="list-style-type: none"> Students will identify an authority figures in their environment. (teacher, principal, parent etc.). With support, students will follow a direction or rule. With support, the student will identify a right they have. With support, will identify a government branch. Students will exercise their rights as citizens by using consistent responses to make choices in daily activities. Students will accept the consequences of a choice. Students will actively participate in making a classroom decision by vote.

Geography			Grades 3–5
Your State's Social Studies Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities	
<ul style="list-style-type: none">• Use maps and map tools to locate places, landmarks, land masses and water forms.• Identify locations on a map in relation to north, south, east and west.• Identify and distinguish geographical and human-made resources in the community, state or country.• Identify the United States on a globe and individual states or regions on a map.• Describe positive and negative consequences of changes to the environment (roads, buildings, etc.).• Describe forms of transportation and what they typically transport.• Describe how physical and cultural characteristics of a region can result in increased settlement of an area.	Unique November, 2015 – 2016 February, 2016 – 2017 April, 2017 – 2018	Unique	
		n2y Library Standards Connection	
		News-2-You	
		Current Events Newspaper: Place in the News Extension Activity Breaking News: World News Activities: Geography Core Worksheets: United States Core Worksheets: United States and Canada Core Worksheets: Canada Core Worksheets: World and Oceans Joey's Locker: Cartoon	
n2y Differentiated Tasks			
Level 3	Level 2	Level 1	
<ul style="list-style-type: none">• Students will locate named cities, bodies of water and landforms on a map or globe.• Students will describe locations on a map, using relational vocabulary (north, south, east and west) to do so.• Students will identify geographic and human-made resources in a region and describe ways they are used (forests as a source of paper, wind as a source of energy, etc.).• Students will identify the United States, states and regions on a globe or map.• Students will describe changes that people make to the environment and the potential positive and negative consequences of those changes.• Students will compare forms of transportation and evaluate the most efficient ways of transporting products and people.• Students will describe how culture and/or geographic features of a region can affect settlement of an area.	<ul style="list-style-type: none">• Students will use picture supports to find major locations on a map.• Students will describe locations on a map, using relational vocabulary (near, far, beside, above, etc.) to do so.• Students will identify natural and human-made resources in a region.• Students will locate the United States and their own state on a map.• Students will describe a place or site in the community where the environment has been changed to add something new (e.g., forest cut down to build a mall).• Students will identify types of transportation and what they transport (cars transport people, trucks transport goods, etc.).• Students will identify how culture and/or geographic features of a region can result in an increase or decrease in population.	<ul style="list-style-type: none">• Students will select a picture or symbol to represent a location on a map.• Students will physically demonstrate locational vocabulary with assistance.• Students will identify a natural or human-made resource in their community.• Students will identify the United States on a map or globe.• Students will identify a new place built by people in the community.• Students will identify a form of transportation in a picture.• Student will identify items associated with their region's culture (food, events, activities etc.).• Students will identify local geographic features (bodies of water, landforms, etc.).	

Economics		Grades 3–5
Your State's Social Studies Standards		Your State's Extended Standards
n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
<ul style="list-style-type: none">Recognize that people use their wants and needs to decide what to buy.Identify producers as people who make things or provide goods or services.Identify consumers as people who buy or use goods and services.Explain steps for producing and selling an item.Identify places in the community (markets) where people make purchases.Explain why certain items are produced in particular places (climate, resources, etc.).Identify ways to earn money (income) and ways to spend money (expenses).	Unique	Unique
	April, 2015 – 2016 April 2016 – 2017	n2y Library Standards Connection
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none">Students will conduct a decision-making process to select a purchase involving wants and needs.Students will identify basic roles of people who make or provide things (producers).Students will identify basic roles of people who buy things (consumers).Students will describe steps to producing and selling an item.Students will describe a range of goods or services that can be obtained in certain stores and locations (markets).Students will identify the different places where certain items are grown or produced (crops grown on farmland, cars built in a factory, etc.).Students will create a simple budget that shows income and expenses.	<ul style="list-style-type: none">Students will compare two items and decide which to purchase.Students will identify examples of producers.Students will identify examples of consumers.Students will sequence steps to produce and sell an item.Students will match stores and locations in the community where specific goods or services are provided.Students will match goods with the places where those goods are produced (food on farms, clothing in factories, etc.).Students will distinguish between money earned and money spent.	<ul style="list-style-type: none">Students will choose between two items to make a purchase.Students will model the role of a seller (producer) during a purchase.Students will use money to make a purchase from a seller.Students will choose an item to sell.Students will identify stores and service locations in the local community (grocery store, post office, library, etc.).Students will identify items produced in the local community.Students will identify jobs or tasks that allow money or other rewards to be earned.

U.S. History			Grades 6–8
Your State's Social Studies Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities	
<ul style="list-style-type: none">Describe and sequence historical events from a specific historical period.Compare physical and human-made features of the past with those of today.Describe results of great changes in the course of history (e.g., colonization of North America, American Revolution, emancipation of enslaved people, relations with Native Americans).Describe ways in which a country can expand and develop (e.g., westward movement in United States, Industrial Revolution).Describe consequences of conflict and explain ways of solving disagreements (e.g., Civil War).Identify the diversity of cultural practices in groups within the United States.Describe how industry and technology changed American life.	Unique	Unique	
	December, 2015 – 2016 February, 2015 – 2016 December 2016 – 2017 January, 2016 – 2017 November, 2017 - 2018 December 2017 - 2018	n2y Library Standards Connection	
		News-2-You	
		Current Issues Breaking News: World News Breaking News: Sports News Breaking News: Entertainment News	
n2y Differentiated Tasks			
Level 3	Level 2	Level 1	
<ul style="list-style-type: none">Students will create a timeline that describes historical events or activities from a specific period of time.Students will compare key physical and human-made features of the past with those of society today.Students will describe results from a historical event and how they've influenced life today. (Refer to content examples in the instructional targets.)Students will describe historical reasons that explain why people move to new places.Students will recognize ways that a conflict may produce positive and negative consequences. (cause and effect of American Revolution, Civil War, etc.).Students will describe how a culture has influence their community, state or nation.Students will describe technological advances in history and how they impact life today.	<ul style="list-style-type: none">Students will sequence a series of events or activities in history.Students will identify geographical and human-made features of societies of the past (rivers and mountains; roads and homes).Students will identify a historical event that has influenced life today.Students will trace a path of travel on a map.Students will identify ways to resolve a disagreement (compromise, effective communication, etc.).Students will identify cultural traditions in their community or state.Students will match technological developments of the past to tools used today (e.g., plow to tractor).	<ul style="list-style-type: none">Students will select a historical event or activity that occurs before or after another event or activity.Students will identify physical and human features of the local community.Students will identify a person, a place or an event from our country's past.Students will identify a named location on a map.Students will identify examples of agreement or disagreement on an opinion.Students will share a personal tradition.Students will identify a technology tool that was not available in the past.	

World History		Grades 6–8	
Your State's Social Studies Standards		Your State's Extended Standards	
n2y Instructional Targets		n2y Middle School Grade Band Lessons and Activities	
<ul style="list-style-type: none">Describe and sequence historical events from a specific historical period.Identify physical and human features of societies of the past (e.g., early civilization of Egypt, India, or China).Show how changes in countries have had positive or negative consequences (e.g., Ancient Greece, Rome).	Unique		
	November, 2017 – 2018		
n2y Supporting Activities			
Unique			
n2y Library Standards Connection			
n2y Differentiated Tasks			
Level 3		Level 2	
<ul style="list-style-type: none">Students will create a timeline that describes historical events or activities from a specific period of time.Students will describe results from a historical event and how they've influence life today. (Refer to content examples in the instructional targets.)Students will explain how events in history can result in positive or negative change (innovations of Greek and Roman civilizations, expansion, etc.).		<ul style="list-style-type: none">Students will sequence a series of events or activities in history.Students will identify a historical event that has influenced life today.Using historical events as examples, students will identify ways that people can affect change.	
Level 1			
<ul style="list-style-type: none">Students will select a historical event or activity that occurs before or after another event or activity.Students will identify a person, a place or an event from the past.Students will identify something that can be changed in daily life.			

Civics/ Government			Grades 6–8
Your State's Social Studies Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities	
<ul style="list-style-type: none"> Recognize that governments have the power to make and enforce laws and regulations, levy taxes, declare war, etc. Recognize the significance of the Declaration of Independence, the Bill of Rights and the Constitution in providing rights and freedoms in the United States. Recognize the basic characteristics of American democracy. Identify the branches of the U.S. government with the responsibilities of each and explain how the members of these groups work together to define the national government. Identify the roles of national, state and local government leaders. Compare the United States government with forms of government in other parts of the world (elected officials vs. constitutional monarchies, dictators, etc.). Recognize that differences of opinion may exist between individuals and groups. Recognize ways to contribute to the community through civic participation. 	Unique September, 2015 – 2016 September, 2016 – 2017 September, 2017 – 2018	Unique n2y Library Standards Connection	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will describe the major responsibilities of government (make laws, taxes, etc.) Students will identify significant U.S. documents and how these contribute to the freedoms of citizens today. (Refer to content in the instructional targets) Students will describe basic citizenship rights as defined in the Constitution (e.g., Bill of Rights). Students will describe the major responsibilities of the three branches of the United States government. Students will describe the roles of national, state and local government leaders. Students will describe differences between the United States and other national governments. Students will identify examples of differences of opinion within a group or between individuals and ways that these differences can be resolved. Students will identify and participate in a variety of ways that contribute to the local community. 	<ul style="list-style-type: none"> Students will identify major responsibilities of government (make laws, taxes, etc.). Students will identify the Constitution as the framework for the government of the United States. Students will identify basic human and civil rights that are guaranteed to U. S. citizens. Students will match the branches of the United States government with the members within each branch. Students will match national, state and local leaders to their role. Students will match forms of government to their common leader (e.g. monarchies to King or Queen, democracy to president). Students will state a personal opinion on an issue or a topic. Students will participate in an activity to contribute to the community. 	<ul style="list-style-type: none"> Students will identify a government responsibility relevant to their personal experience or daily life. Students will demonstrate freedoms provided by significant U.S. documents by indicating needs and wants to others. Students will make choices in daily living that represent individual rights. Student will match a duty with an authority role (principal: school leader; president: national leader, etc.). Students will identify a national, state or local leader. Students will identify the presidents as the leader of the United States. Students will select a choice that offers an opinion. With support, students will participate in a volunteer activity.

Geography			Grades 6–8
Your State's Social Studies Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities	
<ul style="list-style-type: none"> Use maps, globes and Internet resources to obtain information on various locations (major cities, states, countries, mountains, oceans, etc.). Recognize and use maps for different purposes (physical, political, weather, etc.). Trace a route between two locations on a map. Compare geographical (land, water, climate) and human-made (buildings, jobs) characteristics of different regions (e.g., desert or forest; farmland or city; New York or California). Identify ways that transportation and communication technologies have helped bring people together from different locations. Discuss reasons that early settlers had for moving from one area to another and explain why people of today continue to move. Describe positive and negative consequences of changes to the environment (roads, buildings, etc.). 	Unique	Unique	
	November, 2015 – 2016 February, 2016 – 2016 April, 2016 – 2017	n2y Library Standards Connection	
		News-2-You Current Events Newspaper: Place in the News Extension Activity Breaking News: World News Activities: Geography Core Worksheets: United States Core Worksheets: United States and Canada Core Worksheets: Canada Core Worksheets: World and Oceans Joey's Locker: Cartoon	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use a variety of resources including maps, globes and the Internet to locate specific cities, states, bodies of water and landmarks landforms. Students will identify, select and use maps that are created for a specific purpose (weather, travel, etc.). Students will create a route between two locations. Students will create a comparison of two locations based on defined characteristics (climate, land use, physical features, etc.). Students will describe how transportation and communication help bring people together from different locations. Students will describe why early settlers and people today moved to new locations. Students will describe changes that people make to the environment and the potential positive and negative consequences of those changes 	<ul style="list-style-type: none"> Students will use a map to locate specific places, including cities, states, land masses and bodies of water. Students will locate information on a map for a specific purpose (weather, specific areas, etc.). Students will trace a route between two locations. Students will identify physical and human-made features of a region. Students will identify ways that transportation and communication help bring people together from different locations. Students will identify reasons to move to a new location. Students will describe a place or site in the community where the environment has been changed to add something new (e.g., forest cut down to build a mall). 	<ul style="list-style-type: none"> Students will select a picture or symbol to represent a location on a map. Students will select a picture or symbol to represent information on a map. Students will attend to or track as a route is established between two locations. Students will identify physical or human-made features of the local area. Students will identify forms of transportation and communication that help bring people together. . Students will identify a reason to move. Students will identify a new place built by people in the community.

Economics			Grades 6–8
Your State's Social Studies Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities	
<ul style="list-style-type: none"> Recognize why some goods are readily available in the community and others are hard to find. Identify ways to make personal economic decisions based on wants and needs. Identify ways businesses make economic decisions based on profit and cost. Recognize how the wants and needs of people determine the goods and services produced. Identify goods made in a factory or by machine. Compare prices of similar goods. Recognize why some goods and services are traded. Identify purposes of banking services. Identify ways to earn an income and results of loss of income. 	Unique April, 2015 – 2016 April 2016 – 2017	Unique n2y Library Standards Connection	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will describe how factors (limited resources, demand, location, cost, etc.) effect the availability of goods and services. Students will make a decision about wants and needs that takes into consideration short- and long-term consequences of that decision. Students will identify considerations that a business makes when deciding what it will sell and produce (cost and benefits). Students will describe how demand influences production of goods and services. Students will identify ways that technology increases production of certain products in a factory setting. (Relate to Industrial Revolution developments.) Students will compare and determine the best price of similar products in terms of price, size and quality. Students will describe how goods and services are traded. Students will identify and describe banking services, including checking and savings accounts, use of debit cards and loans. Students will create a simple budget plan, including money earned, money to spend and money to save. 	<ul style="list-style-type: none"> Students will identify possible reasons why a good or service is available in their community. Students will identify the positive and negative consequences of making a purchase of something needed or wanted. Students will create a simple budget that shows income and expenses, resulting in a profit or loss. Students will identify wants and needs. Students will identify items that are typically produced by an assembly process in a factory. Students will compare the price of two items and determine which price is lower. Students will identify goods and services that are traded worldwide. Students will complete steps of a check-cashing process at a bank. Students will identify reasons to earn, spend or save money. 	<ul style="list-style-type: none"> Students will identify a readily available good or service in their community. Students will make an informed decision on the purchase of a want or need. Students will sell an item or a service for money. Students will indicate a want or need. Students will recognize, explain or participate in an assembly line process in which several people contribute to the making of a product. Students will make a choice when presented with two options for purchase. Students will participate in the trade of an object. Students will identify a bank as a business that helps people by keeping their money safe. Students will participate in a process to earn, spend or save money.

US History			Grades 9–12
Your State's Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities	
American History <ul style="list-style-type: none"> Identify the cause or result of a historical event or period of time. Use multiple sources to create a sequence of events from a historical period. Identify social, economical and political reasons for the Declaration of Independence and the American Revolution. Describe ways that technology has changed workplaces, cities and communities (e.g., results of the Industrial Revolution to present day). Recognize that attitudes can reflect prejudice and discrimination (e.g., racial discrimination that continued after the Civil War, Nineteenth Amendment). Identify roles of leaders as peacekeepers in the community, state and country (e.g., emergence of United States as a world leader after World War I). Recognize that working as a group can help identify a problem and develop a plan for its solution (e.g., The Great Depression and the New Deal). Consider a conflict situation and reasons for staying out of it or getting involved (e.g., World War II, nuclear arms). Explain how conflicts can be resolved through compromise (e.g., Cold War, Vietnam War). Describe how society allows for increased participation by people of various cultures, races, and ethnicities (e.g., Martin Luther King, Jr.). Evaluate current national issues and their advantages or challenges to this country. 	Unique <ul style="list-style-type: none"> December, 2015 – 2016 February, 2015 – 2016 December 2016 – 2017 January, 2016 – 2017 November, 2017 - 2018 December 2017 - 2018 	Unique	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use multiple sources to create a description of a historical event or period of time. Students will describe the cause and result of a historical event or period of time and any effects that the event or time still has on life today. Students will explain how events in history (signing the Declaration of Independence, fighting the Revolutionary War, etc.) led to the formation of the United States. Students will describe ways that technology has improved life at work, in the community or in the home. (Content connection to the Industrial Revolution.) Students will recognize that attitudes of discrimination and prejudice will have a negative effect on a group or community (Content connection to racial discrimination, the Civil War and the Nineteenth Amendment). Students will describe how leaders help build good relationships in the community, state, country and world. Students will work collaboratively to identify a problem and develop a solution. Students will recognize examples of conflict situations and strategies to resolve disagreements through compromises (Content connection to World Wars I and II, Vietnam War, Cold War). Students will describe how organizations and laws that promote equality will improve quality of life (civil rights movement, women's rights legislation, labor laws, etc.). Students will study current national issues and the implications that these may have, now and in the future. 	<ul style="list-style-type: none"> Students will use various sources to create a sequence of events in history. Students will identify the causes and effects of a historical event. Students will identify significant events and documents that have contributed to the formation of the United States. Students will identify technology tools and describe how use of these items can improve job performance. Students will identify examples of negative and positive attitudes toward others. Students will identify roles of community, state and national leaders. Students will work collaboratively to complete a given task. Students will identify a compromise from an example of a conflict situation. Students will identify examples of fair and unfair treatment of others in the community, in the workplace, in school and in play situations. Students will identify and describe a state or national current event. 	<ul style="list-style-type: none"> Students will identify a particular event in history as something that happened in the past. Students will select pictures to sequence a series of events in history. Students will identify an important event in their daily life. Students will identify a technology tool that is used for a specific purpose. Students will communicate a constructive and positive comment during a group activity. Students will identify leaders in the school, community and country (principal, mayor, governor, president, etc.). Students will participate in a group activity specifically related to U.S. history. Students will make a choice that shows a compromise. Students will participate in a demonstration of fair treatment of others. Students will share information on a current event or activity.

World History			Grades 9–12
Your State's Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities	
World History <ul style="list-style-type: none"> Identify the cause or result of a historical event or period of time. Use multiple sources to create a sequence of events from a historical period. Identify physical and human features of societies of the past (e.g., early civilization of Egypt, India, or China). Show how changes in countries have had positive or negative consequences (e.g., Ancient Greece, Rome). Describe ways technology and innovation led to global change (transportation to other countries, exploration, trade, etc.) Describe consequences of conflict and explain ways of solving disagreements (e.g., war, Evaluate current national issues and their advantages or challenges to this country. 	Unique January, 2016 – 2017 November, 2017 – 2018	Unique n2y Library Standards Connection	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will describe the cause and result of a historical event or period of time and any effects that the event or time still has on life today. Students will use multiple sources to create a description of a historical event or period of time. Students will compare key physical and human-made features of past with those of today. Students will explain how events in history can result in positive or negative change. Students will describe ways that technology has improved global relations. (Content connection to the Industrial Revolution.) Students will recognize examples of conflict situations and strategies to resolve disagreements through compromises (Content connection to World Wars I and II, Vietnam War, Cold War). Students will study current national issues and the implications that these may have, now and in the future. 	<ul style="list-style-type: none"> Students will identify the causes and effects of a historical event. Students will use various sources to create a sequence of events in history. Students will identify geographical and human-made features of societies of the past. Using historical events as examples, students will identify ways that people can affect change. Students will identify technology tools and describe how use of these items can improve global communication. Students will identify examples of negative and positive attitudes toward others. Students will identify and describe a state or national current event. 	<ul style="list-style-type: none"> Students will select pictures to sequence a series of events in history. Students will identify a particular event in history as something that happened in the past. Students will identify physical and human features of a past society. Students will identify something that can be changed in daily life. Students will identify a technology tool that is used for a specific purpose. Students will identify example of agreement and disagreement. Students will share information on a current event or activity

Civics / Government (American Government)			Grades 9–12
Your State's Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities	
<i>American Government</i> <ul style="list-style-type: none"> Identify key responsibilities of government (e.g. make laws, protect rights). Identify importance of laws. Working with a group, identify a problem and create a plan to make an effective change. Identify the three branches of the U.S. government and explain the function of each. Identify key principles of the Constitution that define the structure of the government. Identify public agencies or public policies and explain how they benefit citizens. Identify the basic structure of state or local government and how these structure works with that of the federal government. Identify different forms of governments. Identify rights of citizens' provided through key amendments to the Constitution. Identify local issues and participate in the community to maintain or improve conditions. Use information sources to investigate a current issue. Analyze a conflict scenario and identify ways to resolve differences. 	Unique <ul style="list-style-type: none"> September, 2015 – 2016 September, 2016 – 2017 September, 2017 – 2018 	Unique <ul style="list-style-type: none"> n2y Library Standards Connection 	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will describe the major responsibilities of government. Students will identify and explain the importance of various laws. Students will work collaboratively to identify a problem and develop a plan to make a change. Students will describe the major structure and responsibilities of the three branches of the United States government. Students will recognize the process of voting to elect leaders as a foundation of democratic government. Students will study and describe public agencies and the benefits they have for citizens. Students will recognize basic structure and responsibilities of the federal, state and local government. Students will describe the difference between the United States and other national government. Students will describe basic citizenship rights and responsibilities as defined in the Constitution (e.g., Bill of Rights). Students will identify and participate in civic activities to improve quality of life in the community. Students will use informational materials to study and report on a current community, state or national issue and the implications it could have for daily life. Students will recognize examples of conflict situations and strategies to resolve disagreements through compromise. 	<ul style="list-style-type: none"> Students will identify major responsibilities of government. Students will identify a law or rule. Students will work collaboratively to complete a task that will make a change. Students will identify the branches of the United States government and the members who make up each branch. Students will recognize the process of voting for leaders. Students will explore services provided by local public agencies. Students will identify the leaders of the community, state and nation (e.g., mayor, governor, president). Students will match forms of government to their common leader (e.g. monarchies to King or Queen, democracy to president) Students will identify basic human and civil rights and recognize the responsibilities of U.S. citizens. Students will participate in a civic activity to help the community. Students will describe a current local, community, state or national issue. Students will identify a compromise from an example of a conflict situation. 	<ul style="list-style-type: none"> Students will identify a government responsibility relevant to their personal experience or daily life. Students will make a selection in order to follow a law or rule. Students will work in a group to complete a task that will make a change. Students will identify basic features of the United States government (elected leaders through a voting process, etc.) Students will make a selection through a voting process. Students will identify a public agency that offers services (post office, police and fire departments, etc.). Students will identify persons in authority in the school or community. Students will choose a national government leader. Students will make choices in daily living, demonstrating individual rights. Students will participate in a supported volunteer activity. Students will share information on a current event or issue. Students will make a choice that shows a compromise.

Geography (World Geography)			Grades 9–12
Your State's Social Studies Standards		Your State's Extended Standards	
n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities	
World Geography <ul style="list-style-type: none"> Use globes, maps and Internet resources to locate various places and to gain information about those places Describe advantages and disadvantages of human activity that bring change to the environment (e.g., building or repairing infrastructure may benefit people but destroy animal habitat). (standard 7, 14) Identify renewable and nonrenewable resources and their uses. (standard 16) Explain why communities change as a result of increasing or decreasing population (e.g., housing and other needs increase when people move into an area for employment). (standard 5, 4, 9) Trace commonly used goods made in different parts of the world to understand worldwide trade. (standard 11) Identify and compare common characteristics and features of specific regions. (standard 2, 4, 12) Describe past and present features of a city or region, using population, jobs, culture and transportation as the basis for a comparison. (standard 4, 5, 6, 10, 12, 17) Describe ways that technological advances bring people together from around the world (Internet, air transportation, etc.). (standard 11) 	Unique November, 2015 – 2016 February, 2016 – 2016 April, 2016 – 2017	Unique n2y Library Standards Connection	
		News-2-You Current Events Newspaper: Place in the News Extension Activity Breaking News: World News Activities: Geography Core Worksheets: United States Core Worksheets: United States and Canada Core Worksheets: Canada Core Worksheets: World and Oceans Joey's Locker: Cartoon	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations and information within the United States, North America and the world. Students will identify and describe positive and negative consequences that occur when people make changes to the environment. Students will identify ways in which people use renewable and nonrenewable resources. Students will describe how a community changes when large numbers of people move in or out. Students will distinguish items made or grown in the United States from those made or grown in other countries; students will locate these other countries on a globe or map. Students will describe geographical and human-made characteristics of an identified region within the world (land and water forms, population, transportation, etc.). Students will compare past and present characteristics of a region or city, indicating changes over time. Students will identify and describe technological advances that bring people together around the world (transportation systems, Internet, etc.). 	<ul style="list-style-type: none"> Students will use a map to locate specific places, including cities, states, and land and water forms. Students will identify areas of the community where the environment has changed because of changes made by people. Students will distinguish between renewable and nonrenewable resources. Students will identify local or state communities by size (small town, large city, etc.). Students will sort items according to where the items are made or grown, whether in the United States or another country. Students will identify physical characteristics of an identified region (land, water, climate, etc.). Students will identify basic characteristics of the local community (areas of work, homes, stores, recreation, etc.). Students will determine the best mode of transportation to use when traveling to a nearby location or one that is far away. 	<ul style="list-style-type: none"> Students will select a picture or symbol to represent a location or information on a map. Students will identify a new location, building or park area in the local community. Students will identify a product made from a renewable or nonrenewable resource. Students will identify the town or city in which they live. Students will identify an object that was made in the United States. Students will identify basic geographical features of land and water. Students will identify basic human-made features of a community (stores, parks, schools, etc.). Students will identify forms of transportation.

Economics (Economics and Financial Literacy)		Grades 9–12
Your State's Social Studies Standards		Your State's Extended Standards
n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
<i>Economics and Financial Literacy</i> <ul style="list-style-type: none"> • Evaluate positive and negative consequences of a financial decision. • Compare prices of similar items and determine which is the best buy. • Explain that goods and services are produced on the basis of people's wants and needs. • Recognize that prices are determined by supply and demand. • Identify ways in which taxes generate money for federal and local government programs. • Identify goods and services made in the United States and those obtained from other countries. • Recognize that income is based on work skills, attitudes and job opportunities. • Recognize that personal earnings include deductions for taxes and benefits. • Create a simple, personal financial plan that includes short- and long-term goals. • Create a simple budget that includes income and expenses. • Identify advantages and disadvantages of ways to make purchases, including cash, credit and loans. • Identify reasons and ways to save money. • Identify reasons and ways to borrow money. • Identify differences between credit and debit cards. • Identify basic types of insurance (health, car, property, life, etc.) and the benefits of each. 	Unique April, 2015 – 2016 April 2016 – 2017	Unique n2y Library Standards Connection

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will evaluate good and poor financial decisions that are based on short- and long-term needs and wants, as well as on potential income. Students will identify and compare prices in stores and businesses where similar products or services are provided. Students will describe how demand influences production of goods and services. Students will recognize and calculate price reductions that occur when items are sold at a given percentage off Students will identify various taxes that generate money for government services (income tax, sales tax, etc.). Students will distinguish items made or grown in the United States from those made in other countries. Students will recognize that the amount of money a worker earns will vary, depending on a worker's specialized skills and experience. Students will explain why certain amounts of money will be deducted from a paycheck for taxes and certain benefits. Students will develop personal short and long term financial goals. Students will create a budget that includes money earned and projected expenses to reach short- and long-term goals. Students will describe advantages and disadvantages of making a purchase with cash, debit card or credit card. Students will describe reasons and ways to save money. Students will describe reasons and ways to borrow money. Students will describe the difference between a credit and debit card. Students will describe basic types of insurance: health, car, homeowners' or renters', life. 	<ul style="list-style-type: none"> Students will identify the positive and negative consequences of making a purchase of something needed or wanted. When making a purchase, students will compare prices and determine which is best on the basis of the amount of money available. Students will identify goods and services currently in demand. Students will identify products that are reduced in price because of a sale. Students will identify sales tax as an additional amount that must be paid when making a purchase. Students will identify items made or grown in the United States. Students will explain that income is money earned by working a job. Students will examine a paycheck and identify the amount of money earned. Students will identify a short term financial goal. Students will create a simple budget that includes income and expenses. Students will identify ways to make a purchase (cash, check, debit card, credit card). Students will identify ways to save money (piggy bank, banking institution, etc.). Students will identify responsible reasons to borrow money. Students will match payment sources to funds affected. (debit card to checking account, credit card to future earnings, etc.) Students will match types of insurance to benefits: car insurance to cover an accident, health insurance to cover a visit to the doctor. 	<ul style="list-style-type: none"> Students will make an informed decision on the purchase of a want or need. Students will compare two prices and determine which is lower. Students will identify a preferred good or service. Students will identify the price of an item. Students will make a purchase, including sales tax. Students will identify a product made or grown in the local community. Students will indicate that money is earned by working a job. Students will earn money or a reward by participating in a supported job. Students will choose a good or service they would like to obtain. Students will identify money as being earned or spent. Students will exchange money for a purchased item. Students will ask to borrow something from another person. Students will participate in scenarios involving various methods of payment. Students will identify a health insurance card as a way to pay for health care.