



**Five Boroughs | People on the Move | Grades 3-5**

	NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Curriculum Standards for Social Studies (NCSS)	NY Social Studies Standards/Practices
Primary Benchmark/Standard	NA	<p><b>Writing Standard 3.1a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>3.1b</b> Provide reasons that support the opinion.</p>	<p><b>NCSS.2. TIME, CONTINUITY, AND CHANGE</b></p> <p><b>2.1.1.</b> The study of the past is the story of communities, nations, and the world</p> <p><b>2.1.7.</b> That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.</p>	<p><b>4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT:</b> Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)</p>
Secondary Benchmark/Standard	NA	<p><b>Reading Standard 1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>NCSS.1. CULTURE</b></p> <p><b>1.2.1.</b> Ask and find answers to questions related to culture in the contexts of school, community, state, and region.</p>	<p><b>4.7a</b> Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island. → Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine.</p>
Related Standards	NA	RS1, WS7	TBD	C4, C5, D1, D2, D5, E2 / 4.2



**Five Boroughs | People on the Move | Grades 6-8**

	NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Curriculum Standards for Social Studies (NCSS)	NY Social Studies Standards/Practices
Primary Benchmark/Standard	NA	<b>Writing Standard 4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>Understand that perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes</li> <li>Ask and find answers to questions about how individual identity forms and changes</li> <li>Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development, and personal identity</li> </ul>	<b>8.8 DEMOGRAPHIC CHANGE:</b> After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. (Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)
Secondary Benchmark/Standard	NA	<b>Reading Standard 1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> <li>Identify biases that can influence a person's perceptions of other individuals, including individuals belonging to groups with different physical, social, or cultural characteristics</li> </ul>	<b>8.8b</b> Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups. → Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.



**Five Boroughs | People on the Move | Grades 9-12**

	NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Council Framework for Social Studies	NY Social Studies Standards/Practices
Primary Benchmark/ Standard	NA	<p><b>Reading Standard 7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>CCSS.ELA-LITERACY.RH.9-10.3</b> (analysis of events).</p>	<p><b>CULTURE AND CULTURAL DIVERSITY</b> Explain the function and interactions of language, literature, and the arts in terms of traditions, beliefs, and values; and the transmitting of culture under circumstances of environmental, technical, and social change.</p> <p>Learners should be able to engage independently in in-depth analysis of any cultural group or subgroup and in-depth comparison of any two or more cultural groups or subgroups.</p>	<p><b>11.4 POST-CIVIL WAR ERA</b> (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)</p>
Secondary Benchmark/ Standard	NA	<p><b>Writing Standard 2</b> Write informative /explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-LITERACY.RH.9-10.3</b> (analysis of events).</p>	<p><b>CULTURE AND CULTURAL DIVERSITY</b> Learners should be able to connect their comprehension of cultural groups to the realities of cultural diversity within multicultural societies and consider how culturally different groups can cooperate to enhance the public good.</p>	<p><b>11.4 d</b> Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration. → Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).</p>