

NEW YORK STATE LEARNING STANDARDS REFERENCED IN ATTACK OF THE CHICKEN NUGGET MAN: A NEW YORK TEST PREP ADVENTURE

REFERENCE NUMBER	SUBJECT	NY ID#	DESCRIPTION OF STANDARD (COURSE CONCEPT)
ENGLISH LANGUAGE ARTS			
E1	English	Reading, Standard 1	<p>Students will read for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use library media resources to acquire information, with assistance • Read unfamiliar texts to collect data, facts, and ideas • Read and understand written directions • Locate information in a text that is needed to solve a problem • Identify main ideas and supporting details in informational texts • Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance • Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance • Relate data and facts from informational texts to prior information and experience • Compare and contrast information on one topic from two different sources • Identify a conclusion that summarizes the main idea • Identify and interpret facts taken from maps, graphs, charts, and other visuals • Use graphic organizers to record significant details from informational texts
E2	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment

			<ul style="list-style-type: none"> Maintain a personal reading list to reflect reading accomplishments
E3	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Recognize the differences among the genres of stories, poems, and plays
E4	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Relate the setting, plot, and characters in literature to own lives, with assistance
E5	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Explain the difference between fact and fiction
E6	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Use previous reading and life experiences to understand and compare literature
E7	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Make predictions, draw conclusions, and make inferences about events and characters
E8	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Identify cultural influences in texts and performances, with assistance
E9	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events
E10	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Use knowledge of story structure, story elements, and key vocabulary to interpret stories
E11	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Use graphic organizers to record significant details about characters and events in stories
E12	English	Reading, Standard 2	<p>Students will read for literary response and expression.</p> <ul style="list-style-type: none"> Summarize main ideas and supporting details from imaginative texts, both orally and in writing
E13	English	Reading, Standard 3	<p>Students will read for critical analysis and evaluation.</p> <ul style="list-style-type: none"> Evaluate the content by identifying <ul style="list-style-type: none"> the author's purpose important and unimportant details

			<ul style="list-style-type: none"> - whether events, actions, characters, and/or settings are realistic - statements of fact and opinion
E14	English	Reading, Standard 3	<p>Students will read for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Compare and contrast characters, plot, and setting in literary works, with assistance
E15	English	Reading, Standard 3	<p>Students will read for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Analyze information on the basis of new or prior knowledge and/or personal experience
E16	English	Reading, Standard 3	<p>Students will read for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance
E17	English	Reading, Standard 3	<p>Students will read for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers
E18	English	Reading, Standard 3	<p>Students will read for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information
E19	English	Reading, Standard 4	<p>Students will read for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication

E20	English	Writing, Standard 1	<p>Students will write for information and understanding.</p> <ul style="list-style-type: none"> • Use at least two sources of information in writing a report • Take notes to record data, facts, and ideas, following teacher direction • State a main idea and support it with facts and details • Use organizational patterns such as compare/contrast and time/order for expository writing • Connect personal experiences to new information from school subject areas • Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs • Produce clear, well-organized reports and accounts that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas between two sources, with assistance
E21	English	Writing, Standard 2	<p>Students will write for literary response and expression.</p> <ul style="list-style-type: none"> • Develop original literary texts that <ul style="list-style-type: none"> - contain characters, simple plot, and setting - use rhythm and rhyme to create short poems and songs - use dialogue - use vivid language - use descriptive language to create an image • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - express a personal response - describe themes of literary texts, with assistance - compare and contrast elements of texts, with assistance • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from

story

- Produce imaginative stories and personal narratives that show development, organization, and effective language
- Use resources such as personal experiences and elements from other texts and performances to stimulate own writing
- Use computer to create and respond to literary texts
- Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers

E22	English	Writing, Standard 3	<p>Students will write for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Use a variety of prewriting tools to organize ideas and information • State a main idea, theme, or opinion and provide supporting details from the text • Use relevant examples, reasons, and explanations to support ideas • Express opinions and make judgments that demonstrate a personal point of view • Use personal experiences and knowledge to analyze new ideas • Analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text • Create an advertisement, using words and pictures, to illustrate an opinion about a product • Use effective vocabulary in expository writing • Use details from stories or informational texts to predict or explain relationships between information and events • Use ideas from two sources of information to generalize about causes, effects, or other relationships • Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers
E23	English	Writing, Standard 4	<p>Students will write for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write with a partner • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer, with assistance • Use the tone, vocabulary, and sentence structure of informal conversation • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers

E24	English	Listening, Standard 1	<p>Students will listen for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information and/or understand procedures • Identify essential details • Determine a sequence of steps given • Identify main ideas and supporting details • Identify a conclusion that summarizes the main idea, with assistance • Interpret information by drawing upon prior knowledge and experience • Collect information
E25	English	Listening, Standard 2	<p>Students will listen for literary response and expression.</p> <ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author's message or intent • Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation • Identify the author's use of rhythm, repetition, and rhyme • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud
E26	English	Listening, Standard 3	<p>Students will listen for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting • Recognize the perspective of others, with assistance • Distinguish between fact and opinion
E27	English	Listening, Standard 4	<p>Students will listen for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker • Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners • Identify the tone of voice and content that signal friendly communication

E28	English	Speaking, Standard 1	<p>Students will speak for information and understanding.</p> <ul style="list-style-type: none"> • Provide directions • Ask questions • Summarize, with assistance • Describe a problem and suggest one or more solutions • State a main idea with supporting details • Present a short oral report, using at least two sources of information, such as a person, book, magazine article, or electronic text • Speak loudly enough to be heard by the audience • Use complete sentences, using age- and content-appropriate vocabulary • Use logical order in presentations
E29	English	Speaking, Standard 2	<p>Students will speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to classmates • Give book reviews, with assistance • Describe characters and plot • Make inferences • Compare literary texts and performances to personal experiences and prior knowledge • Explain cultural and ethnic features in literary texts, with assistance • Ask questions to clarify and interpret literary texts and performance • Discuss themes of literary texts, with assistance • Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation

E30	English	Speaking, Standard 3	<p>Students will speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Explain the reasons for a character's actions, considering both the situation and motivation of the character • Express an opinion or judgment about a character, setting, and plot in a variety of works • Discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experiences • Express an opinion about school and community issues • Analyze and evaluate new ideas by using personal experiences and knowledge • Express an opinion, supporting it with text, about the accuracy of the content of literary works • Communicate an interpretation of real or imaginary people or events through role play • Use appropriate eye contact and gestures in presentations and responses • Speak with appropriate rate and volume for the audience • Take turns speaking in a group
E31	English	Speaking, Standard 4	<p>Students will speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener when speaking • Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other • Use the rules of conversation, such as avoid interrupting and respond respectfully
MATHEMATICS			
M1	Math	Problem Solving	3.PS.1 Explore, examine, and make observations about a social problem or mathematical situation
M2	Math		<p>3.PS.2 Understand that some ways of representing a problem are more helpful than others</p> <p>3.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms</p> <p>3.PS.8 Select an appropriate representation of a problem</p>

M3	Math		<p>3.PS.3 Interpret information correctly, identify the problem, and generate possible solutions</p> <p>3.PS.4 Act out or model with manipulatives activities involving mathematical content from literature</p> <p>3.PS.5 Formulate problems and solutions from everyday situations</p> <p>3.PS.19 State a problem in their own words</p> <p>3.PS.20 Determine what information is needed to solve a problem</p>
M4	Math		3.PS.6 Translate from a picture/diagram to a numeric expression
M5	Math		<p>3.PS.9 Use trial and error to solve problems</p> <p>3.PS.10 Use process of elimination to solve problems</p> <p>3.PS.11 Make pictures/diagrams of problems</p> <p>3.PS.12 Use physical objects to model problems</p> <p>3.PS.14 Make organized lists to solve numerical problems</p> <p>3.PS.15 Make charts to solve numerical problems</p>
M6	Math		<p>3.PS.16 Analyze problems by identifying relationships</p> <p>3.PS.17 Analyze problems by identifying relevant versus irrelevant information</p> <p>3.PS.18 Analyze problems by observing patterns</p>
M7	Math		<p>3.PS.13 Work in collaboration with others to solve problems</p> <p>3.PS.21 Discuss with peers to understand a problem situation</p> <p>3.PS.22 Discuss the efficiency of different representations of a problem</p>
M8	Math		<p>3.PS.23 Verify results of a problem</p> <p>3.PS.24 Recognize invalid approaches</p> <p>3.PS.25 Determine whether a solution is reasonable in the context of the original problem</p>
M9	Math	Reasoning and Proof	<p>3.RP.1 Use representations to support mathematical ideas</p> <p>3.RP.2 Determine whether a mathematical statement is true or false and explain why</p> <p>3.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas</p> <p>3.RP.4 Make conjectures from a variety of representations</p>
M10	Math		<p>3.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions</p> <p>3.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms</p> <p>3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students</p>

			3.RP.8 Support an argument by trying many cases
M11	Math	Communication	3.CM.1 Understand and explain how to organize their thought process 3.CM.4 Organize and accurately label work 3.CM.10 Describe objects, relationships, solutions and rationale using appropriate vocabulary 3.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning
M12	Math		3.CM.2 Verbally explain their rationale for strategy selection 3.CM.3 Provide reasoning both in written and verbal form 3.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form 3.CM.6 Answer clarifying questions from others 3.CM.7 Listen for understanding of mathematical solutions shared by other students 3.CM.8 Consider strategies used and solutions found in relation to their own work 3.CM.9 Increase their use of mathematical vocabulary and language when communicating with others
M13	Math	Connections	3.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas 3.CN.2 Compare and contrast mathematical ideas 3.CN.4 Understand multiple representations and how they are related 3.CN.6 Recognize the presence of mathematics in their daily lives 3.CN.7 Apply mathematics to solve problems that develop outside of mathematics 3.CN.8 Recognize and apply mathematics to other disciplines
M14	Math		3.CN.3 Connect and apply mathematical information to solve problems 3.CN.5 Model situations with objects and representations and be able to make observations
M15	Math	Representation	3.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations 3.R.2 Share mental images of mathematical ideas and understandings 3.R.3 Recognize and use external mathematical representations 3.R.5 Understand similarities and differences in representations 3.R.6 Connect mathematical representations with problem solving

M16	Math		<p>3.R.4 Use standard and nonstandard representations with accuracy and detail</p> <p>3.R.7 Construct effective representations to solve problems</p> <p>3.R.8 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree)</p> <p>3.R.9 Use mathematics to show and understand social phenomena (e.g., determine the number of buses required for a field trip)</p> <p>3.R.10 Use mathematics to show and understand mathematical phenomena (e.g., use a multiplication grid to solve odd and even number problems)</p>
M17	Math	Number Sense and Operations	<p>Number Systems</p> <p>3.N.1 Skip count by 25's, 50's, 100's to 1,000</p>
M18	Math		3.N.2 Read and write whole numbers to 1,000
M19	Math		3.N.3 Compare and order numbers to 1,000
M20	Math		3.N.4 Understand the place value structure of the base ten number system
M21	Math		3.N.5 Use a variety of strategies to compose and decompose three-digit numbers
M22	Math		<p>3.N.6 Use and explain the commutative property of addition and multiplication</p> <p>3.N.7 Use 1 as the identity element for multiplication</p> <p>3.N.8 Use the zero property of multiplication</p> <p>3.N.9 Understand and use the associative property of addition</p>
M23	Math		<p>3.N.10 Develop an understanding of fractions as part of a whole unit and as parts of a collection</p> <p>3.N.11 Use manipulatives, visual models, and illustrations to name and represent unit fractions as part of a whole or a set of objects</p> <p>3.N.12 Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction</p> <p>3.N.13 Recognize fractional numbers as equal parts of a whole</p> <p>3.N.14 Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)</p> <p>3.N.15 Compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their approximate locations on a number line</p>
M24	Math	Number Sense and Operations	<p>Number Theory</p> <p>3.N.16 Identify odd and even numbers</p> <p>3.N.17 Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction</p>

M25	Math	Number Sense and Operations	Operations 3.N.18 Use a variety of strategies to add and subtract 3 digit numbers (with and without regrouping)
M26	Math		3.N.19 Develop fluency with single-digit multiplication facts 3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12×12 3.N.21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
M27	Math		3.N.22 Demonstrate fluency and apply single-digit division facts 3.N.23 Use tables, patterns, halving, and manipulatives to provide meaning for division
M28	Math		3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations
M29	Math	Number Sense and Operations	Estimation 3.N.25 Estimate numbers up to 500
M30	Math		3.N.26 Recognize real world situations in which an estimate (rounding) is more appropriate 3.N.27 Check reasonableness of an answer by using estimation
M31	Math	Algebra	Equations and Inequalities 3.A.1 Use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers and unit fractions
M32	Math	Algebra	Patterns, Relations, and Functions 3.A.2 Describe and extend numeric (+, -) and geometric patterns
M33	Math	Geometry	Shapes 3.G.1 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon) 3.G.2 Identify congruent and similar figures 3.G.3 Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone 3.G.4 Identify the faces on a three-dimensional shape as two-dimensional shapes
M34	Math	Geometry	Transformational Geometry 3.G.5 Identify and construct lines of symmetry

M35	Math	Measurement	<p>Units of Measurement</p> <p>3.M.1 Select tools and units (customary) appropriate for the length measured</p> <p>3.M.2 Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inches, whole feet, and whole yards)</p> <p>3.M.3 Measure objects, using ounces and pounds</p> <p>3.M.4 Recognize capacity as an attribute that can be measured</p> <p>3.M.5 Compare capacities (e.g., Which contains more? Which contains less?)</p> <p>3.M.6 Measure capacity, using cups, pints, quarts, and gallons</p> <p>Units</p> <p>3.M.7 Count and represent combined coins and dollars, using currency symbols (\$0.00)</p> <p>3.M.8 Relate unit fractions to the face of the clock:</p> <p>Whole = 60 minutes</p> <p>$\frac{1}{2}$ = 30 minutes</p> <p>$\frac{1}{4}$ = 15 minutes</p> <p>Estimation</p> <p>3.M.9 Tell time to the minute, using digital and analog clocks</p> <p>3.M.10 Select and use standard (customary) and non-standard units to estimate measurements</p>
M36	Math	Statistics and Probability	<p>Collection of Data</p> <p>3.S.1 Formulate questions about themselves and their surroundings</p> <p>3.S.2 Collect data using observation and surveys, and record appropriately</p> <p>Organization and Display of Data</p> <p>3.S.3 Construct a frequency table to represent a collection of data</p> <p>3.S.4 Identify the parts of pictographs and bar graphs</p> <p>3.S.5 Display data in pictographs and bar graphs</p> <p>3.S.6 State the relationships between pictographs and bar graphs</p> <p>Analysis of Data</p> <p>3.S.7 Read and interpret data in bar graphs and pictographs</p> <p>Predictions from Data</p> <p>3.S.8 Formulate conclusions and make predictions from graphs</p>

SCIENCE

S1	Science	Standard 4, The Physical Setting, Key Idea 1	<p>The Earth and celestial phenomena can be described by principles of relative motion and perspective.</p> <ul style="list-style-type: none"> • Describe patterns of daily, monthly, and seasonal changes in their environment.
S2	Science	Standard 4, The Physical Setting, Key Idea 2	<p>Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</p> <ul style="list-style-type: none"> • Describe the relationship among air, water, and land on Earth.
S3	Science	Standard 4, The Physical Setting, Key Idea 3	<p>Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p> <ul style="list-style-type: none"> • Observe and describe properties of materials, using appropriate tools. • Describe chemical and physical changes, including changes in states of matter.
S4	Science	Standard 4, The Physical Setting, Key Idea 4	<p>Energy exists in many forms, and when these forms change energy is conserved.</p> <ul style="list-style-type: none"> • 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. • Observe the way one form of energy can be transferred into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy).
S5	Science	Standard 4, The Physical Setting, Key Idea 5	<p>Energy and matter interact through forces that result in changes in motion.</p> <ul style="list-style-type: none"> • Describe the effects of common forces (pushes and pulls) of objects, such as those caused by gravity, magnetism, and mechanical forces. • Describe how forces can operate across distances.
S6	Science	Standard 4, The Living Environment, Key Idea 1	<p>Living things are both similar to and different from each other and from nonliving things.</p> <ul style="list-style-type: none"> • Describe the characteristics of and variations between living and nonliving things. • Describe the life processes common to all living things.

S7	Science	Standard 4, The Living Environment, Key Idea 2	Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring. <ul style="list-style-type: none"> Recognize that traits of living things are both inherited and acquired or learned. Recognize that for humans and other living things there is genetic continuity between generations.
S8	Science	Standard 4, The Living Environment, Key Idea 3	Individual organisms and species change over time. <ul style="list-style-type: none"> Describe how the structures of plants and animals complement the environment of the plant or animal. Observe that differences within a species may give individuals an advantage in surviving and reproducing.
S9	Science	Standard 4, The Living Environment, Key Idea 4	The continuity of life is sustained through reproduction and development. <ul style="list-style-type: none"> Describe the major stages in the life cycles of selected plants and animals. Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.
S10	Science	Standard 4, The Living Environment, Key Idea 5	Organisms maintain a dynamic equilibrium that sustains life. <ul style="list-style-type: none"> Describe basic life functions of common living specimens (e.g., guppies, mealworms, gerbils). Describe some survival behaviors of common living specimens. Describe the factors that help promote good health and growth in humans.
S11	Science	Standard 4, The Living Environment, Key Idea 6	Plants and animals depend on each other and their physical environment. <ul style="list-style-type: none"> Describe how plants and animals, including humans, depend upon each other and the nonliving environment. Describe the relationship of the Sun as an energy source for living and nonliving cycles.
S12	Science	Standard 4, The Living Environment, Key Idea 7	Human decisions and activities have had a profound impact on the physical and living environments. <ul style="list-style-type: none"> Identify ways in which humans have changed their environment and the effects of those changes.

SOCIAL STUDIES

SS1	Social Studies	Standard 1, History of the United States and New York, 1	<ul style="list-style-type: none">• 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• understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents• explain those values, practices, and traditions that unite all Americans.
SS2	Social Studies	Standard 1, History of the United States and New York, 2	<ul style="list-style-type: none">• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community• recognize how traditions and practices were passed from one generation to the next• distinguish between near and distant past and interpret simple timelines.
SS3	Social Studies	Standard 1, History of the United States and New York, 3	<ul style="list-style-type: none">• 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• gather and organize information about the important achievements and contributions of individuals and groups living in New York state and the United States• 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• classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

SS4	Social Studies	Standard 1, History of the United States and New York, 4	<ul style="list-style-type: none"> consider the sources of historic documents, narratives, or artifacts and evaluate their reliability understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives 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 describe historic events through the eyes and experiences of those who were there.
SS5	Social Studies	Standard 2, World History, 1	<ul style="list-style-type: none"> read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses 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 study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.
SS6	Social Studies	Standard 2, World History, 2	<ul style="list-style-type: none"> distinguish between past, present, and future time periods develop timelines that display important events and eras from world history measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points compare important events and accomplishments from different time periods in world history.
SS7	Social Studies	Standard 2, World History, 3	<ul style="list-style-type: none"> understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities gather and present information about important developments from world history understand how the terms <i>social</i>, <i>political</i>, <i>economic</i>, and <i>cultural</i>/can be used to describe human activities or practices.
SS8	Social Studies	Standard 2, World History, 4	<ul style="list-style-type: none"> consider different interpretations of key events and developments in world history and understand the differences in these accounts 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

			<ul style="list-style-type: none"> view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
SS9	Social Studies	Standard 3, Geography, 1	<ul style="list-style-type: none"> study about how people live, work, and utilize natural resources draw maps and diagrams that serve as representations of places, physical features, and objects 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. identify and compare the physical, human, and cultural characteristics of different regions and people investigate how people depend on and modify the physical environment.
SS10	Social Studies	Standard 3, Geography, 2	<ul style="list-style-type: none"> 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 gather and organize geographic information from a variety of sources and display in a number of ways analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.
SS11	Social Studies	Standard 4, Economics, 1	<ul style="list-style-type: none"> know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources explain how people's wants exceed their limited resources and that this condition defines scarcity know that scarcity requires individuals to make choices and that these choices involve costs study about how the availability and distribution of resources is important to a nation's economic growth 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? investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

SS12	Social Studies	Standard 4, Economics, 2	<ul style="list-style-type: none"> locate economic information, using card catalogues, computer databases, indices, and library guides collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary present economic information by developing charts, tables, diagrams, and simple graphs.
SS13	Social Studies	Standard 5, Civics, Citizenship, and Government, 1	<ul style="list-style-type: none"> know the meaning of key terms and concepts related to government, including <i>democracy, power, citizenship, nation-state, and justice</i> explain the probable consequences of the absence of government and rules describe the basic purposes of government and the importance of civic life understand that social and political systems are based upon people's beliefs discuss how and why the world is divided into nations and what kinds of governments other nations have.
SS14	Social Studies	Standard 5, Civics, Citizenship, and Government, 2	<ul style="list-style-type: none"> 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 understand the basic civil values that are the foundation of American constitutional democracy know what the United States Constitution is and why it is important. understand that the United States Constitution and the Constitution of the state of New York are written plans for organizing the functions of government understand the structure of New York state and local governments, including executive, legislative, and judicial branches identify their legislative and executive representatives at the local, state, and national governments.

SS15	Social Studies	Standard 5, Civics, Citizenship, and Government, 3	<ul style="list-style-type: none"> • understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York state • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that they will acquire as they age.
SS16	Social Studies	Standard 5, Civics, Citizenship, and Government, 4	<ul style="list-style-type: none"> • show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action • prioritize the solutions based on established criteria • propose an action plan to address the issue of how to solve the problem.

* Standards are not taught to mastery. In some cases, standards are cited next to broad educational concepts and it is up to the teacher or parent to use the teachable moment to further expand on the standard and provide additional examples or clarification.

* After reading this book, we suggest that you do the following activity with your students to ensure that a few listening and other language arts skills are taught. Have students think about whether they would believe the Chicken Nugget Man or believe all of the stories they had read and heard about him. Then, reread Chapter 19 out loud to your class. Have students take notes as you read so that they can write down details from the story that support their opinions. Afterwards, put students into small groups and have them discuss their opinions. Remind them to use good conversation habits, such as using a friendly tone of voice and not interrupting their classmates. This references E18, E24, E25, E26, E27, and E31.