

## K-4 Social Studies Curriculum Map Kindergarten

<b>Kindergarten Trimester 1</b>	
<b>Compelling Question:</b>	What makes me unique and special?
<b>Enduring Understandings</b>	Each person is unique and has special talents. Families may be similar and different and have similar and different responsibilities. A sense of community focuses on respect and caring.
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"><li>● What does my family look like?</li><li>● How do we get along with one another?</li><li>● How do personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills as well as our connections to others?</li><li>● How do families celebrate their special activities and traditions?</li><li>● How do children and adults contribute to the development of new rules as needed for the school environment?</li><li>● How do my choices affect myself and others?</li><li>● How do we celebrate holidays?</li></ul>

<p><b>Next Gen ELA Standards:</b></p>	<ul style="list-style-type: none"> <li>● RF: K.4</li> <li>● R: K1, K7, K9</li> <li>● W: K1, K2, K3, K7</li> <li>● SL: K1, K1a, K2, K3, K6</li> <li>● L: K1, K4, K6</li> </ul>	
<p style="text-align: center;"><b>Key Ideas</b></p> <p><b>K.1</b> Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p><b>K.1a</b> A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p> <p><b>K.1b</b> Personal experiences shape our sense of self and help us understand our likes, dislikes, talents and skills as well as our connections to others.</p> <p><b>K.2</b> Children, families and communities exhibit cultural similarities and differences.</p> <p><b>K.2a</b> Each person is unique but also shares common characteristics</p>	<p style="text-align: center;"><b>Skills/Practices</b></p> <p><b>A. Gathering, Interpreting and Using Evidence</b></p> <ol style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. Recognize forms of evidence used to make meaning in social studies.</li> <li>3. Identify opinions expressed by others.</li> </ol> <p><b>B. Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Retell an important life event in sequential order.</li> <li>2. Understand the concept of time measurements, including days and weeks.</li> <li>3. Identify causes and effects, using an example from his/her family life.</li> <li>4. Identify change over time in his/her life.</li> <li>5. Identify events of the past,</li> </ol>	<p style="text-align: center;"><b>Suggested Resources, Links, and Assessments</b></p> <ul style="list-style-type: none"> <li>● Lesson 3 <b>(K.2b, K.2c)</b></li> <li>● Lesson 4 <b>(K.2c, K4b)</b></li> <li>● Lesson 5 <b>(K.4b)</b></li> <li>● Lesson 6 <b>(K.4b)</b></li> <li>● Lesson 7 <b>(K.4b)</b></li> <li>● Lesson 8 <b>(K.4b)</b></li> </ul> <p>Unit 2: How Can I Be a Good Citizen?</p> <ul style="list-style-type: none"> <li>● Lesson 2 <b>(K.4b)</b></li> <li>● Lesson 3 <b>(K.4b)</b></li> <li>● Lesson 5 <b>(K.3a, K.3b)</b></li> </ul> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>● <u>Chrysanthemum</u> by Kevin Henkes <b>(K.1,K.1a, K.2a)</b></li> <li>● <u>Flower Garden</u> by Eve Bunting <b>(K.1)</b></li> <li>● <u>Friends at School</u> by Rochelle</li> </ul>

<p>with other family, school, and community members.</p> <p><b>K.2b</b> Unique family activities and traditions are important parts of an individual’s culture and sense of self.</p> <p><b>K.2c</b> Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.</p> <p><b>K.4</b> Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p><b>K.4b</b> Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p>	<p>present, and future in his/her life.</p> <p>6. Identify routines and common occurrences in his/her life.</p> <p><b>C. Comparison and Contextualization</b></p> <p>1. Identify similarities and differences between home and school.</p> <p>2. Identify similarities and differences between him/her and others.</p> <p>3. Describe an event in his/her life.</p>	<p>Bunnett <b>(K.2)</b></p> <ul style="list-style-type: none"> <li>● <u>Biscuit’s Birthday</u> by Alyssa Capucilli <b>(K.1b)</b></li> <li>● <u>All Families are Different</u> by Sol Gordon <b>(K.2a)</b></li> <li>● <u>Fathers, Mothers, Sisters, Brothers</u> by Maryann Hoberman <b>(K.2b)</b></li> <li>● <u>Moira’s Birthday</u> by Robert Munsch <b>(K.2b)</b></li> <li>● <u>Wait and See</u> by Robert Munsch <b>(K.2b)</b></li> <li>● <u>It’s My Birthday</u> by Helen Oxenbury <b>(K.2b)</b></li> <li>● <u>I Show Respect</u> by David Parker <b>(K.4)</b></li> <li>● <u>Our Class Works Together</u> by David Parker <b>(K.4)</b></li> <li>● <u>Families Are Different</u> by Nina Pellegrini <b>(K.2, K.2a, K.2b)</b></li> <li>● <u>No David</u> by David Shannon</li> </ul>
---	---	--

		<p><b>(K.4)</b></p> <ul style="list-style-type: none"><li>• David Goes to School by David Shannon</li></ul> <p><b>(K.4)</b></p> <ul style="list-style-type: none"><li>• <u>David Gets in Trouble</u> by David Shannon <b>(K.4)</b></li><li>• <u>Being Respectful. A Book About Respectfulness</u> by Mary Small <b>(K.4)</b></li><li>• <u>Strega Nona</u> by Tomie de Paola <b>(K.4b)</b></li><li>• <u>It's Mine!</u> by Leo Lionni <b>(K.4a)</b></li><li>• <u>Happy Birthday, Martin Luther King Jr.</u> by Jean Marzollo <b>(K.3b)</b></li></ul> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"><li>• DiscoveryEducation Chrysanthemum <b>(K.1, K.2a)</b> <a href="http://app.discoveryeducation.com/player/view/assetGuid/2B7D7BA8-87AD-4292-9E73-CF42DEB1D031">http://app.discoveryeducation.com/player/view/assetGuid/2B7D7BA8-87AD-4292-9E73-CF42DEB1D031</a></li><li>• <u>Discovery Education - Holiday Facts and Fun: Cinco de Mayo</u> <b>(K.3,K.3a, K.3b)</b></li></ul>
--	--	--

<b>Kindergarten Trimester 2</b>	
<b>Compelling Question:</b>	How do economics and geography affect my life?
<b>Enduring Understandings</b>	<p>All people have needs and wants that are met by goods and services.</p> <p>All human beings have to deal with scarcity.</p> <p>People need to work together to fulfill the needs and wants of many.</p> <p>People need to respect their environment while satisfying their needs and wants.</p>
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● How do people meet their needs and satisfy their wants?</li> <li>● How do people’s needs and wants differ from each other?</li> <li>● How do goods and services help us satisfy our needs and wants?</li> <li>● How do tools to produce goods and services differ in communities based on their environment?</li> <li>● How do people deal with scarcity to satisfy their needs and wants?</li> <li>● What are my responsibilities as a member of the classroom and the school community?</li> <li>● What are rules and why do we need to follow them?</li> </ul>
<b>Next Gen ELA Standards:</b>	<ul style="list-style-type: none"> <li>● RF: K.4</li> <li>● R: K1, K7, K9</li> <li>● W: K1, K2, K3, K7</li> <li>● SL: K1, K1a, K2, K3, K6</li> <li>● L: K1, K4, K6</li> </ul>

<b><i>Key Ideas</i></b>	<b><i>Skills/ Practices</i></b>	<b><i>Suggested Resources, Links, and Assessments</i></b>
<p><b>K.4</b> Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p><b>K.4a</b> Children have basic universal rights or protections as members of a family, school, community, nation, and the world.</p> <p><b>K.7</b> People and communities are affected by and adapt to their physical environment.</p> <p><b>K.7a</b> Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.</p> <p><b>K.8</b> The past, present, and future describe points in time and help us examine and understand events.</p> <p><b>K.8a</b> Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p> <p><b>K.8b</b> People use folktales, legends, oral histories, and music to teach</p>	<p><b>A. Gathering, Interpreting and Using Evidence</b></p> <ol style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. Recognize forms of evidence used to make meaning in social studies.</li> <li>3. Identify opinions expressed by others</li> </ol> <p><b>C. Comparison and Contextualization</b></p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences between home and school.</li> <li>2. Identify similarities and differences between him/her and others.</li> <li>3. Describe an event in his/her life.</li> </ol> <p><b>E. Economics and Economic Systems</b></p> <ol style="list-style-type: none"> <li>1. Identify examples of scarcity and choices made due to scarcity.</li> <li>2. Identify examples of goods and services.</li> <li>3. Identify what money is and how it is used in society.</li> </ol> <p><b>F. Civic Participation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect for the rights of others.</li> <li>2. Participate in activities that focus on a classroom or school</li> </ol>	<p><b>Lesson 1 (K.5a, K.5b, K.5c)</b></p> <p><b>Lesson 6 (K.5a, K.5b, K.5c)</b></p> <p>Unit 3: Understanding Economics and Geography</p> <ul style="list-style-type: none"> <li>• Lesson 1 (<b>K.9a</b>)</li> <li>• Lesson 2 (<b>K.9b</b>)</li> <li>• Lesson 3 (<b>K.9b</b>)</li> <li>• Lesson 4 (<b>K.9c</b>)</li> </ul> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>Dandelion</u> by Don Freeman (<b>K.9a</b>)</li> <li>• <u>The Earth and I</u> by Frank Asch (<b>K.4, K.4a</b>)</li> <li>• <u>The Mitten: A Ukrainian Folktale</u> by Jan Brett (<b>K.9c</b>)</li> <li>• <u>The Three Little Pigs</u> (Any version) (<b>K.9a</b>)</li> <li>• <u>From Sheep to Sweater</u> by Robin Nelson (<b>K.9b</b>)</li> <li>• <u>Ox Cart Man</u> by Donald Hall (<b>K.9a, K.9b</b>)</li> <li>• <u>Alexander Who Used to be Rich Last Sunday</u> by Judith Viorst (<b>K.9a</b>)</li> <li>• <u>A New Coat for Anna</u> by Harriet</li> </ul>

<p>values, ideas, traditions, and important events from the past.</p> <p><b>K.9</b> People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.</p> <p><b>K.9a</b> A need is something that a person must have for health and survival, while a want is something that a person would like to have.</p> <p><b>K.9b</b> Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.</p> <p><b>K.9c</b> Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs</p>	<p>issue or problem.</p> <ol style="list-style-type: none"> <li>3. Identify the role of the individual in classroom participation.</li> <li>4. Show respect in issues involving difference and conflict.</li> <li>5. Identify situations in which social actions are required.</li> <li>6. Identify the school principal and his/her role within the school</li> <li>7. Identify and follow rules in the classroom and school.</li> </ol>	<p>Ziefert <b>(K.8b)</b></p> <ul style="list-style-type: none"> <li>● <u>The Scarecrow’s Hat</u> by Ken Brown <b>(K.9b)</b></li> <li>● <u>If You Give a Mouse a Cookie</u> by Laura Numeroff <b>(K.9a)</b></li> <li>● <u>A Chair for My Mother</u> by Vera Williams <b>(K.9b)</b></li> <li>● <u>Shoes for Me</u> by Sue Fliess <b>(K.9a)</b></li> <li>● <u>The Magic Fish</u> by Freya Littledale <b>(K.9a)</b></li> <li>● <u>Jack and the Beanstalk</u> (Any version) <b>(K.9)</b></li> <li>● <u>The Bag I’m Taking to Grandmas</u> by Shirley Neitzel <b>(K.9a)</b></li> <li>● <u>How Much is That Doggie in the Window?</u> by Bob Merrill <b>(K.9)</b></li> <li>● <u>The Lorax</u> by Dr. Seuss <b>(K.7, K.7a)</b></li> <li>● <u>The Great Kapok Tree</u> by Lynne Cherry <b>(K.7, K.7a)</b></li> <li>● <u>Mama Do You Love Me</u> by Barbara M. Josse <b>(K.7,</b></li> </ul>
---	---	--

		<ul style="list-style-type: none"><li>● <b>K.7a)</b> ● <u>Just a Dream</u> by Chris Van Allsburg <b>(K.7, K.7a)</b></li><li>● <u>L is for the Last Frontier</u> by Carole Crane and Kristen Kane <b>(K.7, K.7a)</b></li><li>● <u>A is for Musk Ox</u> by Erin Cabatingan <b>(K.7, K.7a)</b></li><li>● <u>Bears and the Double Dare</u> by Stan and Jan Berenstain <b>(K.4)</b></li><li>● <u>Mind Your Manners: In School</u> by Arianna Candell <b>(K.4)</b></li><li>● <u>The Empty Pot</u> by Demi <b>(K.4)</b></li><li>● <u>Lilly's Purple Plastic Purse</u> by Kevin Henkes <b>(K.4a)</b></li><li>● <u>Presidents' Day</u> by Anne Rockwell <b>(K.3)</b></li></ul> <p><b>Internet Resources</b></p> <ul style="list-style-type: none"><li>● Econedlink - Goods and Services <b>(K.9, K.9a, K.9b, K.9c)</b> <a href="http://www.econedlink.org/lessons/in dex.php?lid=642&amp;type=educator">http://www.econedlink.org/lessons/in dex.php?lid=642&amp;type=educator</a> A series of drag and drop activities to sort goods and services.</li><li>● <a href="#">Goods &amp; Services Nearpod</a></li></ul>
--	--	---



		<ul style="list-style-type: none"><li>● EconEdLink - Interactive activity <b>(K.9.c)</b> <a href="http://www.econedlink.org/interactive/EconEdLink-interactive-tools/EconEdLink-interactive-tool-player.php?filename=em726_dragndrop.swf&amp;lid=726">http://www.econedlink.org/interactive/EconEdLink-interactive-tools/EconEdLink-interactive-tool-player.php?filename=em726_dragndrop.swf&amp;lid=726</a> Students can use this drag and drop activity to better understand the book The Mitten.</li><li>● EconEdLink - Toys for Me: A Lesson on Choice <b>(K.9, K.9a, K.9b, K.9c)</b> <a href="http://www.econedlink.org/lessons/index.php?lid=517&amp;type=editor">http://www.econedlink.org/lessons/index.php?lid=517&amp;type=editor</a></li><li>● Nearpod-Needs and Wants <b>(K.9, K.9a, K.9b, K.9c)</b> <a href="http://www.makemegenius.com/science">http://www.makemegenius.com/science</a> <a href="https://app.nearpod.com/?pin=54BDBBD4660B347B8D6E50DD06B4246F-1&amp;&amp;utm_source=linkings">https://app.nearpod.com/?pin=54BDBBD4660B347B8D6E50DD06B4246F-1&amp;&amp;utm_source=linkings</a></li><li>● Brainpopjr. - Needs and Wants Lessons <b>(K.9, K.9a, K.9b, K.9c)</b> <a href="https://jr.brainpop.com/socialstudies/economics/">https://jr.brainpop.com/socialstudies/economics/</a></li></ul>
--	--	---

<b>Kindergarten Trimester 3</b>	
<b>Compelling Question:</b>	What does it mean to be a good citizen of the United States of America?
<b>Enduring Understandings</b>	Good citizens have many responsibilities throughout life. Good school and community citizens make good choices that affect themselves and others.
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● How do the United States symbols and monuments represent our country?</li> <li>● What does the American flag represent?</li> <li>● What other symbols and monuments represent our country?</li> <li>● What are the patriotic songs that celebrate America?</li> <li>● What holidays celebrate the history of our country?</li> <li>● How can people in communities help one another?</li> <li>● How do we respect our country?</li> </ul>
<b>Next Gen ELA Standards:</b>	<ul style="list-style-type: none"> <li>● RF: K.4</li> <li>● R: K1, K7, K9</li> <li>● W: K1, K2, K3, K7</li> <li>● SL: K1, K1a, K2, K3, K6</li> <li>● L: K1, K4, K6</li> </ul>

<b>Key Ideas</b>	<b>Skills/Practices</b>	<b>Suggested Resources, Links, and Assessments</b>
<p><b>K.1</b> Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p><b>K.3</b> Symbols and traditions help develop a shared culture and identity within the United States.</p> <p><b>K.3a</b> Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.</p> <p><b>K.3b</b> The study of American symbols, holidays, and celebrations helps us to develop a shared sense of history, community, and culture in our country.</p> <p><b>K.6</b> Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.</p> <p><b>K.6b</b> Places and regions can be located on a map or globe using geographic vocabulary.</p> <p><b>K.6c</b> Places, physical features, and</p>	<p><b>A. Gathering, Interpreting and Using Evidence</b></p> <ol style="list-style-type: none"> <li>1. Ask questions.</li> <li>2. Recognize forms of evidence used to make meaning in social studies.</li> <li>3. Identify the author or creator of a book or map.</li> <li>4. Identify opinions expressed by others.</li> </ol> <p><b>B. Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Identify events of the past, present, and future in his/her life.</li> </ol> <p><b>D. Geographic Reasoning</b></p> <ol style="list-style-type: none"> <li>1. Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.</li> <li>2. Identify natural events or physical features, such as land, water, air, and wind.</li> <li>3. Describe how the environment affects his/her activities.</li> <li>4. Identify a human activity that</li> </ol>	<p>Unit 2: How Can I Be a Good Citizen?</p> <ul style="list-style-type: none"> <li>• Lesson 4 (<b>K.3a, K.3b</b>)</li> <li>• Lesson 5 (<b>K.3a, K.3b</b>)</li> </ul> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">F is for Flag</a> by Wendy Cheyette Lewison (<b>K.3</b>)</li> <li>• <a href="#">Red, White, and Blue</a> by Susan Canizares (<b>K.3</b>)</li> <li>• <a href="#">Happy Birthday, Martin Luther King Jr.</a> by Jean Marzollo (<b>K.3, K.8</b>)</li> <li>• <a href="#">Presidents' Day</a> by Anne Rockwell (<b>K.3, K.8</b>)</li> <li>• <a href="#">Me on the Map</a> by Joan Sweeney (<b>K.6, K.6b, K.6c</b>)</li> <li>• <a href="#">Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</a> by Doreen Rappaport (<b>K.6, K.6b, K.6c</b>)</li> <li>• <a href="#">Celebrating President's Day: What Is a President?</a> by Trisha Callella-Jones and Kimberly Jordano (<b>K.3, K.8</b>)</li> <li>• <a href="#">Flat Stanley</a> by Jeff Brown (<b>K.6, K.6b, K.6c</b>)</li> <li>• <a href="#">Discovery Education - Old Glory, The American Flag</a> (<b>K.3, K.8</b>)</li> </ul>

<p>man-made structures can be located on a map or globe and described using specific geographic vocabulary.</p> <p><b>K.8</b> The past, present, and future describe points in time and help us examine and understand events.</p>	<p>changed a place.</p> <p><b>F. Civic Participation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect for the rights of others.</li> <li>2. Show respect in issues involving difference and conflict.</li> <li>3. Identify situations in which social actions are required.</li> </ol>	<ul style="list-style-type: none"> <li>● <a href="#">Flat Stanley - The Official Flat Stanley Project</a> (<b>K.6, K.6b, K.6c</b>)</li> </ul>
--	---	---

## Grade 1

<b>Grade 1 Trimester 1</b>	
<b>Compelling Question:</b>	What are your responsibilities as a member of both your family and community?
<b>Enduring Understandings</b>	<p>A community is a place where people live, work, learn and play.</p> <p>Citizens have certain roles and responsibilities within communities.</p> <p>Citizens must respect and communicate with other members of the community.</p> <p>A map is a drawing of real places in communities and use symbols to represent them (schools, parks, and roads)</p>
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● Why is it necessary to have rules in your home and community?</li> <li>● How would you decide if an event takes place in the past, present, or future?</li> <li>● How do people meet their basic needs in a family and community?</li> <li>● How does geographic location impact a family or community?</li> <li>● How have inventions and technology changed families over time?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is a map and how do we use it?</li> </ul>	
<p><b>Next Gen ELA Standards:</b></p>	<ul style="list-style-type: none"> <li>• RF: 1.2, 1.3, 1.4b</li> <li>• R: 1.1, 1.2, 1.6, 1.9</li> <li>• W: 1.6</li> <li>• SL: 1.2, 1.3, 1.6</li> </ul>	
<p style="text-align: center;"><b>Key Ideas</b></p> <p>1 Language, beliefs, customs, and traditions help shape the identity, the culture of a family and a community.</p> <p>2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>3 A citizen is a member of a community or group. Students are citizens of their local and global communities.</p> <p>4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p> <p>5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic</p>	<p style="text-align: center;"><b>Skills/ Practices</b></p> <p><b>A. Gathering, Interpreting, and Using Evidence</b></p> <ol style="list-style-type: none"> <li>1. Develop questions about his/her family.</li> <li>2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</li> <li>3. Identify the creator and/or author of different forms of evidence.</li> <li>4. Identify opinions of others.</li> <li>5. Create an understanding of the past by using primary and secondary sources.</li> </ol> <p><b>B. Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Retell a real-life family event in sequential order.</li> <li>2. Understand the</li> </ol>	<p style="text-align: center;"><b>Suggested Resources, Links and Assessments</b></p> <p><b>PNW BOCES SS/ELA</b></p> <p>Unit 1: Rules and Laws</p> <ul style="list-style-type: none"> <li>• Lesson 1 (1.4)</li> <li>• Lesson 2 (1.4)</li> <li>• Lesson 3 (1.3, 1.4)</li> <li>• Lesson 5 (1.2)</li> <li>• Lesson 6 (1.2)</li> <li>• Lesson 7 (1.2)</li> </ul> <p>Unit 3: Unity in Community</p> <ul style="list-style-type: none"> <li>• Lesson 1 (1.3, 1.4)</li> <li>• Lesson 2 (1.6)</li> <li>• Lesson 3 (1.1, 1.2)</li> <li>• Lesson 6 (1.9)</li> <li>• Lesson 7 (1.3, 1.9)</li> </ul> <p><b>Digital Resources</b></p> <p><b>Brain Pop Jr -<a href="#">Citizenship</a>, <a href="#">Communities</a>, <a href="#">Economics</a></b></p>

<p>vocabulary.</p> <p>6 People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p>7 Families have a past and change over time. There are different types of documents that relate family histories.</p> <p>8 Historical sources reveal information about how life in the past differs from the present.</p> <p>9 People have many economic wants and needs, but limited resources with which to obtain them.</p>	<p>concept of time measurements, including days, weeks, months, and years.</p> <p>3. Identify causes and effects, using examples from his/her family life.</p> <p>4. Identify change over time in his/her family.</p> <p>5. Identify events of the past, present, and future in his/her family life.</p> <p>6. Recognize and identify patterns of continuity in his/her family.</p> <p><b>C. Comparison and Contextualization</b></p> <p>1. Identify similarities and differences between neighborhoods.</p>	
--	--	--

<p style="text-align: center;"><b>Grade 1 Trimester 2</b></p>	
<p><b>Compelling Question:</b></p>	<p>In what ways are families alike and different in communities around the world?</p>
<p><b>Enduring Understandings</b></p>	<p>Families are similar and different,          Families grow and change over time.          In every family, members have rules and responsibilities and help one another.</p>

<p><b>Key Ideas/Conceptual Understandings</b></p>	<ul style="list-style-type: none"> <li>● What is a holiday/tradition your family celebrates and why?</li> <li>● How do governments differ around the world?</li> <li>● How do governments protect the rights and define the responsibilities of their citizens?</li> <li>● Which famous Americans helped to shape our country and what impact do they have on our nation today?</li> <li>● What are some symbols that represent The United States of America? (monuments, statues, landmarks, etc.)</li> <li>● How do American symbols reflect the shared values, principles, and beliefs of its people?</li> </ul>	
<p><b>Next Gen ELA Standards:</b></p>	<ul style="list-style-type: none"> <li>● RF: 1.2, 1.3, 1.4b</li> <li>● R: 1.1, 1.2, 1.6, 1.9</li> <li>● W: 1.6</li> <li>● SL: 1.2, 1.3, 1.6</li> </ul>	
<p style="text-align: center;"><b>Key Ideas</b></p> <p>1.1 Traditions help shape the identity and culture of a family and a community.</p> <p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national</p>	<p style="text-align: center;"><b>Skills/Practices</b></p> <p><b>C. Gathering, Interpreting, and Using Evidence</b></p> <ol style="list-style-type: none"> <li>1. Develop questions about his/her family.</li> <li>2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</li> <li>3. Identify the creator and/or author of different forms of evidence.</li> <li>4. Identify opinions of others.</li> </ol>	<p style="text-align: center;"><b>Suggested Resources, Links and Assessments</b></p> <p style="text-align: center;"><a href="#"><u>PNW BOCES Website</u></a></p> <p>Unit 1: Rules and Laws</p> <ul style="list-style-type: none"> <li>● Lesson 5 <b>(1.2)</b></li> <li>● Lesson 6 <b>(1.2)</b></li> <li>● Lesson 7 <b>(1.2)</b></li> </ul> <p>Unit 2: We Are Family</p> <ul style="list-style-type: none"> <li>● Lesson 1 <b>(1.1)</b></li> <li>● Lesson 2 <b>(1.1, 1.7, 1.8)</b></li> <li>● Lesson 3 <b>(1.4)</b></li> <li>● Lesson 4 <b>(1.1)</b></li> <li>● Lesson 5 <b>(1.7)</b></li> <li>● Lesson 6 <b>(1.2a &amp; 1.2b)</b></li> </ul>

<p>heritage.</p> <p>1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining our nation’s history, values, and beliefs.</p> <p>1.4 A citizen is a member of a community or group. Students are citizens of their local and global communities. People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p> <p>1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.</p> <p>1.6 People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p>1.7 Families have a past and change over time. There are different types of documents that relate family</p>	<p><b>D. Create an understanding of the past by using primary and secondary sources. Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"><li>1. Retell a real-life family event in sequential order.</li><li>2. Understand the concept of time measurements, including days, weeks, months, and years.</li><li>3. Identify causes and effects, using examples from his/her family life.</li><li>4. Identify change over time in his/her family.</li><li>5. Identify events of the past, present, and future in his/her family life.</li><li>6. Recognize and identify patterns of continuity in his/her family.</li></ol> <p><b>E. Comparison and Contextualization</b></p> <ol style="list-style-type: none"><li>1. Identify similarities and differences between neighborhoods.</li><li>2. Identify similarities and/or differences between him/her and others, with detail.</li><li>3. Describe an event in his/her family.</li><li>4. Understand the concepts of geography,</li></ol>	<ul style="list-style-type: none"><li>● Lesson 7</li></ul> <p><b>Digital Resources</b></p> <p><a href="#">Family Traditions Video</a> <a href="#">Brain Pop Jr-Government Holiday Nearpod</a> <a href="#">Discovery Ed Holiday Lesson</a> <a href="#">American Holiday Video</a> <a href="#">PBS Learning-Holiday Collection</a> <a href="#">Brain Pop Jr-Biography Collection</a></p>
---	---	--



<p>histories.</p> <p>1.8 Historical sources reveal information about how life in the past differs from the present.</p> <p>1.9 People have many economic wants and needs, but limited resources with which to obtain them.</p>		
--	--	--

<b>Grade 1 Trimester 3</b>	
<b>Compelling Question:</b>	How do people in a community fulfill their wants and needs?
<b>Enduring Understandings</b>	<p>Needs and wants are different and must be fulfilled in order for people to live.</p> <p>Scarcity occurs when people’s needs exceed their resources.</p> <p>Community members work together to meet their needs and wants.</p> <p>Individuals and communities need to make informed decisions about how to save and budget</p>
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● What is the difference between needs and wants?</li> <li>● What are the roles of producers and consumers within a community?</li> <li>● What is scarcity and how does it affect our community?</li> <li>● Why is there a need to save money?</li> <li>● How does culture affect the needs and wants of people within a community?</li> <li>● What are some holidays celebrated by different cultures throughout the world?</li> </ul>

<p><b>Next Gen ELA Standards:</b></p>	<ul style="list-style-type: none"> <li>● RF: 1.2, 1.3, 1.4b</li> <li>● R: 1.1, 1.2, 1.6, 1.9</li> <li>● W: 1.6</li> <li>● SL: 1.2, 1.3, 1.6</li> </ul>	
<p style="text-align: center;"><b>Key Ideas</b></p> <p><b>1.1</b> Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.</p> <p><b>1.3</b> A citizen is a member of a community or group. Students are citizens of their local and global communities.</p> <p><b>1.4</b> People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p> <p><b>1.6</b> People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p><b>1.8</b> Historical sources reveal information about how life in the past differs from the present.</p> <p><b>1.9</b> People have many economic</p>	<p style="text-align: center;"><b>Skills/Practices</b></p> <p><b>A. Gathering, Interpreting, and Using Evidence</b></p> <ol style="list-style-type: none"> <li>1. Develop questions about his/her family.</li> <li>2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</li> <li>3. Identify the creator and/or author of different forms of evidence.</li> <li>4. Identify opinions of others.</li> <li>5. Create an understanding of the past by using primary and secondary sources.</li> </ol> <p><b>C. Comparison and Contextualization</b></p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences between neighborhoods.</li> <li>2. Identify similarities and/or differences between him/her and others with detail.</li> <li><b>4.</b> Understand the concepts of</li> </ol>	<p style="text-align: center;"><b>Suggested Resources, Links and Assessments</b></p> <p style="text-align: center;"><a href="#"><u>PNW BOCES Website</u></a></p> <p>Unit 4 Economics</p> <ul style="list-style-type: none"> <li>● Lessons 1-7 <b>(1.9,1.10)</b></li> </ul> <p>Unit 3 Unity in Community</p> <ul style="list-style-type: none"> <li>● Lesson 6 <b>(1.9)</b></li> </ul> <p style="text-align: center;"><b>Digital Resources</b></p> <p style="text-align: center;"><a href="#"><u>PBS Learning-Needs &amp; Wants Lesson</u></a>  <a href="#"><u>Nearpod-Economics Collection</u></a>  <a href="#"><u>Brain Pop Jr-Economics Videos</u></a>  <a href="#"><u>Goods &amp; Services Nearpods</u></a></p> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#"><u>Saving Money</u></a> by Natalie Rosinsky <b>(1.6, 1.9, 1.10)</b> (Discusses concepts around saving money, including planning, banking, and investing.)</li> <li>● <a href="#"><u>All About Money</u></a> by Natalie Rosinsky <b>(1.6, 1.9, 1.10)</b>(Discusses the history and future of money, paper</li> </ul>

<p>wants and needs, but limited resources with which to obtain them.</p> <p>1.7 People make economic choices as producers and consumers of goods and services.</p>	<p>geography, economics, and history that apply to his/her family.</p> <p><b>D. Geographic Reasoning</b></p> <p>3. Describe how the environment affects his/her and other people’s activities.</p> <p>4. Identify a pattern and a process.</p> <p><b>E. Economics and Economic Systems</b></p> <p>1. Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.</p> <p>2. Distinguish between a consumer and a producer and their relationship to goods and Services.</p> <p>3. Explain how people earn money and other ways that people receive money.</p> <p><b>G. Civic Participation</b></p> <p>1. Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with other viewpoints.</p> <p>2. Participate in activities that focus on a classroom or school issue or problem.</p> <p>5. Identify the role of the individual in classroom and</p>	<p>money, coins and electronic money, and details importance of money to pay for goods, services and taxes.)</p> <ul style="list-style-type: none"> <li>● <u>Earning Money</u> by Natalie Rosinsky <b>(1.6, 1.9, 1.10)</b>(Discusses ways to earn money, including owning a business and selling products or services, working for a wage, salary, or allowance.)</li> <li>● <u>Needs and Wants</u> by Susan Ring <b>(1.6, 1.9, 1.10)</b> (Presents the things that everyone needs, as well as things some people want, and invites the reader to consider his or her own wants and needs.)</li> <li>● <u>Money Madness</u> by David Adler <b>(1.6, 1.9, 1.10)</b> (This beginners guide traces the concepts and history of money, from its roots in the barter and trade of goods, to our modern system of credit cards and "invisible" money. )</li> <li>● <u>Little Critter—My First I Can Read!™: Just Saving My Money</u> by Mercer Mayer <b>(1.6, 1.9, 1.10)</b></li> <li>● <u>Little Critter: Just a Piggy Bank</u> by Mercer Mayer</li> </ul>
--	---	---

	<p>school participation.</p> <p>6. Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict. Identify situations in which social actions are required.</p>	<p><b>(1.6, 1.9, 1.10)</b></p>
--	--	--------------------------------

**Grade 2**

<p><b>Grade 2 Trimester 1</b></p>	
<p><b>Compelling Question:</b></p>	<p>How do citizens contribute to their government and community? How do economic decisions and challenges affect people, businesses, and communities?</p>
<p><b>Enduring Understandings</b></p>	<p>Citizens of a country have responsibilities. These include obeying laws, voting, and paying taxes. Taxes are collected to provide communities with goods and services individuals could not afford to pay for by themselves. A community requires the interdependence of many people performing a variety of jobs and services to provide for needs and wants.</p>
<p><b>Key Ideas/Conceptual Understandings</b></p>	<ul style="list-style-type: none"> <li>● Why is it important to have rules and laws in our classroom and local community?</li> <li>● How are citizens responsible to their community in terms of decision-making, resolving conflict, and electing leaders?</li> <li>● Why do citizens pay taxes?</li> <li>● What are the similarities and differences of rural, urban, and suburban communities?</li> <li>● What are the distinct characteristics of rural, urban, and suburban</li> </ul>

<p><b>Next Gen ELA Standards:</b></p>	<p>communities?</p> <ul style="list-style-type: none"> <li>● RF: 2.4</li> <li>● R: 2.1, 2.3, 2.6, 2.8, 2.9</li> <li>● W: 2.7</li> <li>● SL: 2.1</li> <li>● L: 2.3, 2.4e, 2.6</li> </ul>	
<p style="text-align: center;"><b>Key Ideas</b></p> <p><b>2.2</b> People share similarities and differences with others in their own community and with other communities.</p> <p><b>2.3</b> The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p><b>2.3a</b> The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.</p> <p><b>2.3b</b> Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.</p> <p><b>2.3 c</b> The process of holding elections and voting is an example of democracy in action in schools, communities, NY</p>	<p style="text-align: center;"><b>Skills/Practices</b></p> <p><b>A. Gathering, Using, and Interpreting Evidence</b></p> <ol style="list-style-type: none"> <li>1. Develop questions about the community.</li> <li>2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</li> <li>5. Create an understanding of the past by using primary and secondary sources.</li> </ol> <p><b>C. Comparison and Contextualization</b></p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences between communities.</li> <li>2. Identify similarities and differences between his/her community and other communities.</li> <li>3. Describe an event in his/her community.</li> </ol>	<p style="text-align: center;"><b>Suggested Resources, Links and Assessments</b></p> <p style="text-align: center;"><a href="#"><u>PNW BOCES Website</u></a></p> <p>Unit 1: Geography</p> <ul style="list-style-type: none"> <li>● Lesson 1 <b>(2.3, 2.4)</b></li> <li>● Lesson 3 <b>(2.3)</b></li> <li>● Lesson 4 <b>(2.4, 2.8)</b></li> </ul> <p>Unit 2: Rural, Urban, and Suburban Communities</p> <ul style="list-style-type: none"> <li>● Lesson 1 (2.1a)</li> <li>● Lesson 2 (2.1a, 2.1c)</li> <li>● Lesson 3 (2.1a, 2.1c)</li> <li>● Lesson 4 (2.1a)</li> <li>● Lesson 5 (2.1a, 2.1b)</li> <li>● Lesson 6 (2.1a, 2.1c)</li> </ul> <p style="text-align: center;"><b>Digital Resources</b></p> <p style="text-align: center;"><a href="#"><u>Brainpop Jr-Rural, Urban, Suburban</u></a></p> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>● The Kingdom with No Rules, No Laws, and No King by: Norman Stiles <b>(2.4a)</b></li> </ul>

<p>state, and the nation.</p> <p><b>2.4</b> Communities have rules and laws that affect how they function. Citizens contribute to a community’s government through leadership and service.</p> <p><b>2.4a</b> Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p> <p><b>2.8</b> Communities face different challenges in meeting their needs and wants.</p> <p><b>2.8b</b> People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p><b>2.8d</b> Taxes are collected to provide communities with goods and services.</p>	<p>4. Recognize the relationships between geography, economics, and history in his/her community.</p> <p>5. Describe a historical development in his/her community with specific details including time and place.</p> <p><b>D. Geographic Reasoning</b></p> <p>1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.</p> <p>3. Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.</p> <p>5. Describe how human activities alter places in a community.</p> <p><b>F. Civic Participation</b></p> <p>1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.</p> <p>2. Participate in activities that focus on classroom, school, or community issue or problem.</p>	<ul style="list-style-type: none"> <li>● Citizenship by Ann-Marie Kishel <b>(2.4c)</b></li> </ul>
---	---	---

	<p>3. Identify different political systems.</p> <p>4. Identify the role of the individual in classroom, school, and community participation.</p> <p>5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p> <p>6. Identify situations in which social actions are required.</p>	
--	--	--

<p style="text-align: center;"><b>Grade 2 Trimester 2</b></p>	
<p><b>Compelling Question:</b></p>	<p>How does geography influence where people live and why?</p>
<p><b>Enduring Understandings</b></p>	<p>Geography influences the lifestyles of different communities.            Maps help people understand the geography of their surroundings.            Map skills help individuals read maps.</p>
<p><b>Key Ideas/Conceptual Understandings</b></p>	<ul style="list-style-type: none"> <li>● What geographical features do we find in the United States?</li> <li>● How do we “read” a map?</li> <li>● How does where you live affect how you live?</li> </ul>

<p><b>Next Gen ELA Standards:</b></p>	<ul style="list-style-type: none"> <li>● RF: 2.4</li> <li>● R: 2.1, 2.3, 2.6, 2.8, 2.9</li> <li>● W: 2.7</li> <li>● SL: 2.1</li> <li>● L: 2.3, 2.4e, 2.6</li> </ul>	
<p style="text-align: center;"><b>Key Ideas</b></p> <p><b>2.5</b> Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p> <p><b>2.5a</b> Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.</p> <p><b>2.5b</b> The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p><b>2.5c</b> Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces and recreation areas.</p> <p><b>2.5d</b> The location and place of physical</p>	<p style="text-align: center;"><b>Skills/Practices</b></p> <p><b>D. Geographic Reasoning</b></p> <ol style="list-style-type: none"> <li>1. Ask geographic questions about where places are located and why they are located there using geographic representations, such as maps and models.</li> <li>2. Distinguish human activities and Human made features from “environments” (natural events or physical features-land, air, and water-that are not directly made by humans).</li> <li>3. Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.</li> <li>4. Recognize a process that applies to the population and a resulting pattern.</li> <li>5. Describe how human activities alter places in a community.</li> </ol>	<p style="text-align: center;"><b>Suggested Resources, Links and Assessments</b></p> <p style="text-align: center;"><a href="#"><u>PNW BOCES Website</u></a></p> <p>Unit 3: Geography of Communities</p> <ul style="list-style-type: none"> <li>● Lesson 1 <b>(2.5c, 2.5d)</b></li> <li>● Lesson 2 <b>(2.5a)</b></li> <li>● Lesson 3 <b>(2.5d)</b></li> <li>● Lesson 4 <b>(2.5b)</b></li> <li>● Lesson 5 <b>(2.5b)</b></li> </ul> <p style="text-align: center;"><b>Digital Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#"><u>Me on the Map by Annette Cable (2.5)</u></a></li> <li>● <a href="#"><u>Fifty Nifty United States (2.5)</u></a></li> <li>● <a href="#"><u>Brain Pop Jr-Landforms</u></a></li> <li>● <a href="#"><u>PBS Learning-Maps Collection</u></a></li> <li>● <a href="#"><u>Maps Vs. Globes Nearpod</u></a></li> <li>● <a href="#"><u>Map Skills Nearpod</u></a></li> </ul>



features and man-made structures can be described using symbols and specific geography vocabulary.		
--	--	--

<b>Grade 2 Trimester 3</b>		
<b>Compelling Question:</b>	How and why do communities change over time?	
<b>Enduring Understandings</b>	Rural, urban, and suburban communities have distinct characteristics but they also share many similarities.	
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● How has our community changed over time?</li> <li>● How do communities work together to meet their needs and wants?</li> </ul>	
<b>Next Gen ELA Standards:</b>	<ul style="list-style-type: none"> <li>● RF: 2.4</li> <li>● R: 2.1, 2.3, 2.6, 2.8, 2.9</li> <li>● W: 2.7</li> <li>● SL: 2.1</li> <li>● L: 2.3, 2.4e, 2.6</li> </ul>	
<b><i>Key Ideas</i></b>	<b><i>Skills/Practices</i></b>	<b><i>Suggested Resources, Links and Assessments</i></b>
<p><b>2.6</b> Identifying continuities and changes over time can help understand historical developments.</p> <p><b>2.6a</b> Continuities and changes over time in communities can be described using historical thinking, vocabulary,</p>	<p><b>B. Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Retell a community event in sequential order</li> <li>2. Understand the concept of time measurements including minutes, hours, days, weeks, months, years.</li> <li>3. Identify causes and effects</li> </ol>	<p style="text-align: center;"><a href="#"><u>PNW BOCES Website</u></a></p> <ul style="list-style-type: none"> <li>● Lesson 1 (<b>2.6a</b>)</li> <li>● Lesson 2 (<b>2.6a</b>)</li> <li>● Lesson 3 (<b>2.6a, 2.6b, 2.7a</b>)</li> <li>● Lesson 4 (<b>2.6a, 2.6b</b>)</li> </ul>

<p>and tools such as time lines.</p> <p><b>2.7</b> Cause and effect relationships help us recount events and understand historical development.</p> <p><b>2.8</b> Communities face different challenges in meeting their needs and wants.</p> <p><b>2.8 a</b> The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</p> <p><b>2.9</b> A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p> <p><b>2.9c</b> At times, neighboring communities share resources and workers to support multiple communities.</p>	<p>using examples from his/her family life or from the community.</p> <p>4. Identify change over time in his/her community.</p> <p>5. Identify events of the past, present, and future in his/her community.</p> <p>Recognize and identify patterns of continuity and change in his/her community.</p> <p><b>E. Economics and Economic Systems</b></p> <p><b>2.</b> Describe the resources used to produce goods and provide services in the local community</p> <p><b>4.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.</p>	<ul style="list-style-type: none"> <li>● Lesson 5 (<b>2.7a</b>)</li> <li>● Lesson 6 (<b>2.8a, 2.6b, 2.9a</b>)</li> <li>● Lesson 7 (<b>2.8a, 2.6c</b>)</li> </ul> <p style="text-align: center;"><b>Digital Resources</b></p> <p><b>Brain Pop Jr -<a href="#">Citizenship</a>, <a href="#">Communities</a>, <a href="#">Economics</a></b></p>
---	--	--

**Grade 3**

<b>Grade 3 Trimester 1</b>	
<b>Compelling Question:</b>	How can students gather, use and interpret evidence using geographic tools? In what ways is the United States similar to and different from other world

	communities?	
<b>Enduring Understandings</b>	<p>Geographic regions have unifying characteristics and can be studied using a variety of tools.</p> <p>The location of world communities can be described using geographic tools and vocabulary.</p> <p>Life in the United States is impacted by geography.</p> <p>The U.S. depends on itself and others to fulfill its needs and wants.</p> <p>The U.S. has a democratic form of government.</p> <p>The U.S. has many common and diverse cultural elements.</p>	
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● What tools can be used to study unifying characteristics in geographic regions?</li> <li>● How can the location of world communities be identified using geographic tools?</li> <li>● How can human beings change their environment to meet their needs?</li> <li>● How has the geography of the United States impacted human beings?</li> <li>● How does the United States depend on itself and others to fill its wants and needs?</li> <li>● How does the geography of a world community impact human beings?</li> </ul>	
<b>Next Gen ELA Standards:</b>	<ul style="list-style-type: none"> <li>● R: 3.5, 3.6, 3.7, 3.8</li> <li>● W: 3.2, 3.5, 3.6,</li> <li>● SL: 3.1, 3.2, 3.3, 3.4, 3.5</li> <li>● L: 3.1, 3.2, 3.6</li> </ul>	
<b>Key Ideas</b>	<b>Skills/Practices</b>	<b>Suggested Resources, Links and Assessments</b>
<p>characteristics and can be studied using a variety of tools.</p> <p>3.1 a Earth is comprised of water</p>	<p><b>A. Gathering, Interpreting, and Using Evidence</b></p> <ol style="list-style-type: none"> <li>1. Develop questions about a world community.</li> <li>2. Recognize and use different</li> </ol>	<p style="text-align: center;"><a href="#">PNW BOCES Website</a></p> <p>Unit 1: Geography</p> <ul style="list-style-type: none"> <li>● Lesson 1 <b>(3.1)</b></li> </ul>

<p>and large land masses that can be studied using a variety of tools.</p> <p>3.1 <b>b</b> Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.</p> <p>3.2 The location of world communities can be described using geographic tools and vocabulary.</p> <p><b>3.2a</b> World communities can be located on globes and maps. Students will examine where each selected world community is located.</p> <p>3.2 <b>b</b> World communities can be located in relation to each other and to principle parallels and meridians.</p> <p>3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.</p>	<p>forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p><b>B. Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"> <li>1. Employ mathematical skills to measure time in years and centuries.</li> <li>2. Identify causes and effects, using examples from his/her life or from a current event or history.</li> <li>3. Recognize continuity and change over periods of time.</li> <li>4. Recognize periods of time, such as decades and centuries.</li> </ol> <p>Recognize and identify patterns of continuity and change in world communities.</p> <p><b>D. Geographic Reasoning</b></p> <ol style="list-style-type: none"> <li>1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.</li> <li>2. Distinguish human activities and Human made features from</li> </ol>	<ul style="list-style-type: none"> <li>• Lesson 2 (3.1)</li> <li>• Lesson 3 (3.2)</li> <li>• Lesson 4 (3.3)</li> <li>• Lesson 6 (3.3, 3.5)</li> <li>• Lesson 7 (3.2)</li> </ul> <p>Unit 2: United States</p> <ul style="list-style-type: none"> <li>• Lesson 1 (3.3)</li> </ul> <p><b>Digital Resources</b></p> <p><a href="#">United States Nearpod Collection</a>  <a href="#">BrainPop Jr- Local &amp; State Government</a>  <a href="#">BrainPop Jr-Branches of Government</a>  <a href="#">PBS Election Collection</a>  <a href="#">Docs Teach Branches of Government</a>  <a href="#">PBS Branches of Government</a>  <a href="#">PBS-Interactive Government Lesson</a></p> <ul style="list-style-type: none"> <li>• <a href="#">That Book Woman</a> and <a href="#">Rain School</a> (3.1-3.3)</li> </ul>
--	--	---

	<p>“environments” (natural events or physical features—land, air and water—that are not directly made by humans).</p> <p>3. Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.</p> <p>4. Recognize a process that applies to population, and a resulting pattern.</p> <p>5. Describe how human activities alter places and regions</p>	
--	---	--

<p style="text-align: center;"><b>Grade 3 Trimester 2</b></p>	
<p><b>Compelling Question:</b></p>	<p>How do world communities meet their needs and wants?</p>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>● How do world communities use human and natural resources?</li> <li>● How do world communities meet their basic needs?</li> <li>● How do world communities produce goods and provide services?</li> <li>● How has technology and transportation influenced how world communities trade?</li> <li>● How does a world community depend on itself and others to fill its wants and needs?</li> </ul>
<p><b>Key Ideas/Conceptual</b></p>	<ul style="list-style-type: none"> <li>● Kenya is similar to and different from the United States of America and other world communities (government, geography, needs/wants, diverse cultural elements).</li> </ul>

<p><b>Understandings</b></p>	<ul style="list-style-type: none"> <li>● Brazil is similar to and different from the United States of America and other world communities (government, geography, needs/wants, diverse cultural elements).</li> </ul>	
<p><b>Next Gen ELA Standards:</b></p>	<ul style="list-style-type: none"> <li>● R: 3.5, 3.6, 3.7, 3.8</li> <li>● W: 3.2, 3.5, 3.6,</li> <li>● SL: 3.1, 3.2, 3.3, 3.4, 3.5</li> <li>● L: 3.1, 3.2, 3.6</li> </ul>	
<p style="text-align: center;"><b><i>Key Ideas</i></b></p> <p><b>3.9</b> Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <p><b>3.9a</b> World communities use human and natural resources in different ways.</p> <p><b>3.9b</b> People in communities have various ways of meeting their basic needs and earning a living.</p> <p><b>3.10</b> Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</p> <p><b>3.10a</b> Communities around the world produce goods and provide services.</p> <p><b>3.10b</b> World communities have needs,</p>	<p style="text-align: center;"><b><i>Skills/Practices</i></b></p> <p><b>E. Economics and Economic Systems</b></p> <ol style="list-style-type: none"> <li>1. Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.</li> <li>2. Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.</li> <li>3. Identify the products found in world communities and the various ways people in those communities pay for products.</li> <li>4. Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.</li> <li>5. Explore the types of</li> </ol>	<p style="text-align: center;"><b><i>Suggested Resources, Links and Assessments</i></b></p> <p style="text-align: center;"><a href="#"><u>PNW BOCES Website</u></a></p> <ul style="list-style-type: none"> <li>● Unit 3-Lessons 1-5</li> <li>● Unit 4-Lessons 1-5</li> </ul> <p style="text-align: center;"><b>Digital Resources</b></p> <p style="text-align: center;"><a href="#"><u>Brazil Nearpod</u></a>  <a href="#"><u>PBS-Kenya</u></a>  <a href="#"><u>Discovery Ed Brazil Collection</u></a>  <a href="#"><u>PBS Brazil Collection</u></a></p>

wants, and limited resources. To meet their needs and wants communities trade with others. Technological developments in transportation and communication have influenced trade.	governments in world communities and services they provide to citizens.	
--	---	--

<b>Grade 3 Trimester 3</b>	
<b>Compelling Question:</b>	How do world communities meet their needs and wants? How can the actions of individuals, groups or governments improve life around the world?
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● How do world communities use human and natural resources?</li> <li>● How do world communities meet their basic needs?</li> <li>● How do world communities produce goods and provide services?</li> <li>● How has technology and transportation influenced how world communities trade?</li> <li>● How does a world community depend on itself and others to fill its wants and needs?</li> </ul>
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● China is similar to and different from the United States of America and other world communities (government, geography, needs/wants, diverse cultural elements).</li> <li>● Human Rights are rights that each of us has been born with.</li> <li>● Many individuals, nations, and organizations work to protect human rights.</li> <li>● We have a responsibility to protect the rights of ourselves and others.</li> </ul>
<b>Next Gen ELA Standards:</b>	<ul style="list-style-type: none"> <li>● R: 3.5, 3.6, 3.7, 3.8</li> <li>● W: 3.2, 3.5, 3.6,</li> <li>● SL: 3.1, 3.2, 3.3, 3.4, 3.5</li> <li>● L: 3.1, 3.2, 3.6</li> </ul>

<i><b>Key Ideas</b></i>	<i><b>Skills/Practices</b></i>	<i><b>Suggested Resources, Links and Assessments</b></i>
<p><b>3.9</b> Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <p><b>3.9a</b> World communities use human and natural resources in different ways.</p> <p><b>3.9b</b> People in communities have various ways of meeting their basic needs and earning a living.</p> <p><b>3.10</b> Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</p> <p><b>3.10a</b> Communities around the world produce goods and provide services.</p> <p><b>3.10b</b> World communities have needs, wants, and limited resources. To meet their needs and wants communities trade with others. Technological developments in transportation and communication have influenced trade.</p> <p><b>3.8. Civic Ideals and Practices:</b> The concept of universal human rights suggests that all people should be</p>	<p><b>A. Gathering, Interpreting and Using Evidence</b></p> <p>1. Develop questions about a world community.</p> <p>5. Identify inferences.</p> <p><b>B. Chronological Reasoning and Causation</b></p> <p>1. Explain how three or more events are related to one another.</p> <p>4. Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.</p> <p>5. Recognize continuity and change over periods of time.</p> <p><b>C. Comparison and Contextualization</b></p> <p>4. Recognize the relationship between geography, economics, and history in world communities.</p> <p><b>F. Civic Participation</b></p> <p>1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</p>	<p><a href="#"><u>PNW BOCES Website</u></a></p> <ul style="list-style-type: none"> <li>● Unit5-Lessons 1-5</li> <li>● Unit 6-Lessons 1-5</li> </ul> <p><b>Digital Resources</b></p> <p><a href="#"><u>China Near Pod Collection</u></a></p> <p><a href="#"><u>PBS China Collection</u></a></p> <p><a href="#"><u>PBS Human Rights Collection</u></a></p>



<p>treated fairly and should have the opportunity to meet their basic needs.</p> <p>a. Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.</p> <p>b. Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.</p> <p>c. When faced with prejudice and discrimination, people can take steps to support social action and change.</p>	<p>2. Participate in activities that focus on a classroom, school, or world community issue or problem.</p> <p>5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p> <p>6. Identify situations in which social actions are required and suggest actions.</p> <p>8. Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.</p> <p><b>E. Economics and Economic Systems</b></p> <p>6. Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.</p> <p>7. Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.</p> <p>8. Identify the products found in world communities and the various</p>	
--	---	--

	<p>ways people in those communities pay for products.</p> <p>9. Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.</p> <p>10. Explore the types of governments in world communities and services they provide to citizens.</p>	
--	---	--

**Grade 4**

<p align="center"><b>Grade 4 Trimester 1</b></p>	
<p><b>Compelling Question:</b></p>	<p>Why does geography matter?</p>
<p><b>Enduring Understandings</b></p>	<p>New York State provided an ideal geographic setting for Native Americans, Europeans, and Africans to develop unique cultures and diverse social, political, and economic interactions.</p>
<p><b>Key Ideas/Conceptual Understandings</b></p>	<ul style="list-style-type: none"> <li>● How can reading maps help you have a better understanding of New York State’s diverse geography?</li> <li>● What is the relationship between New York’s physical features and climate?</li> <li>● How did geographic factors help influence location of early settlements?</li> <li>● How was the development of native American cultures in New York state influenced by resources and the environment?</li> <li>● How did European exploration lead to colonization?</li> <li>● Why were New York waterways important to early settlements?</li> </ul>

	<ul style="list-style-type: none"> <li>● How did New York’s geographic location play an important role during the American Revolution?</li> <li>● How did Colonial New York become home to many different peoples?</li> </ul>	
<p><b>Next Gen ELA Standards:</b></p>	<ul style="list-style-type: none"> <li>● R: 4.1, 4.2, 4.6, 4.11</li> <li>● W: 4.2, 4.3, 4.6, 4.7,</li> <li>● SL: 4.1, 4.3, 4.4, 4.5, 4.6</li> <li>● L: 3, 5, 6</li> </ul>	
<p style="text-align: center;"><b>Key Ideas</b></p> <p><b>4.1</b> Geography of New York State: New York State has a diverse geography. Various maps can be used to represent and examine the geography of NY State</p> <p>4.1 <b>a</b> Physical and thematic maps can be used to explore New York State’s diverse geography.</p> <p>4.1 <b>b</b> New York State can be represented using a political map that shows cities, capitals, and boundaries.</p> <p>4.2 Native American Groups and the Environment: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians</p>	<p style="text-align: center;"><b>Skills/Practices</b></p> <p>A. Gathering, Interpreting, and Using Evidence</p> <p>1. Develop questions about New York State and its history, geography, economics, and/or government.</p> <p>6. Create understanding of the past by using and analyzing primary and secondary sources.</p> <p>B. Chronological Reasoning and Causation</p> <p>Explain how events are related chronologically to one another. Employ mathematical skills to measure time in years and centuries.</p> <p>Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines with teacher support.</p>	<p style="text-align: center;"><b>Suggested Resources, Links and Assessments</b></p> <p style="text-align: center;"><a href="#"><u>PNW BOCES Website</u></a></p> <p>Unit 1: The Three Worlds: Native Americans, Europeans, and Africans Meet in NYS</p> <ul style="list-style-type: none"> <li>● Lesson 1 <b>(4.1a, 4.2b)</b></li> <li>● Lesson 2 <b>(4.2a, 4.2b, 4.2c)</b></li> <li>● Lesson 4 <b>(4.3b)</b></li> <li>● Lesson 5 <b>(4.3b)</b></li> </ul> <p>Unit 2: The Impact of the Colonial and Revolutionary War Periods of N.Y. and the New Nations</p> <ul style="list-style-type: none"> <li>● Lesson 5 <b>(4.3d)</b></li> </ul> <p style="text-align: center;"><b>Digital Resources</b></p> <p style="text-align: center;"><a href="#"><u>Nearpod-NY Geography</u></a></p> <p style="text-align: center;"><a href="#"><u>PBS-NY Collection</u></a></p> <p style="text-align: center;"><a href="#"><u>BrainPop Iroquois</u></a></p> <p>Brainpop Jr. <a href="https://jr.brainpop.com/"><u>https://jr.brainpop.com/</u></a></p> <ul style="list-style-type: none"> <li>● Continents and Oceans <b>(4.1)</b></li> <li>● reading maps <b>(4.1a, 4.1b)</b></li> </ul>

<p>interacted with the environment and developed unique cultures.</p> <p><b>4.2a</b> Geographic factors often influences locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.</p> <p><b>4.2b</b> Native American groups developed specific patterns of organization and governance to manage their societies.</p> <p><b>4.2c</b> Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values</p>	<p>Recognize dynamics of historical continuity and change over periods of time. Use periods of historical continuity and change over periods of time.</p> <p>C. Comparison and Contextualization</p> <p>1. Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.</p> <p>4. Identify opportunities for and the role of the individual in social and political participating in the school, local, and/or state community.</p> <p>6. Identify situations in which social actions</p>	<ul style="list-style-type: none"> <li>● Iroquois <b>(4.2a, 4.2b, 4.2c)</b></li> </ul> <p>Brainpop <a href="https://www.brainpop.com/">https://www.brainpop.com/</a></p> <ul style="list-style-type: none"> <li>● latitude and longitude <b>(4.1b)</b></li> <li>● map skills <b>(4.1)</b></li> <li>● Christopher Columbus <b>(4.1)</b></li> <li>● Iroquois Confederacy <b>(4.2a, 4.2b, 4.2c)</b></li> <li>● American Indians <b>(4.2a, 4.2b, 4.2c)</b></li> <li>● 13 colonies <b>(4.3d)</b></li> <li>● Declarations of Independence <b>(4.3d)</b></li> <li>● Causes of the American Revolution <b>(4.3d)</b></li> <li>● Causes of the American Revolution <b>(4.3d)</b></li> <li>● George Washington <b>(4.3d)</b></li> </ul> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>● <u>New York Adventures in Time and Place</u> <ul style="list-style-type: none"> <li>● Ch 1 &amp; 2, G4-G11 <b>(4.1a, 4.1b, 4.2a, 4.2b, 4.2c)</b></li> </ul> </li> <li>● Exploring N.Y. Activity Text           <ul style="list-style-type: none"> <li>● Ch 1 Activities 1-4 <b>(4.1a, 4.1b)</b></li> <li>● Ch 2 Activities 1, 3-4 <b>(4.2a, 4.2b, 4.2c)</b></li> </ul> </li> <li>● <u>If You Lived During the Time of Native Americans</u> <b>(4.2a,</b></li> </ul>
--	---	--

		<ul style="list-style-type: none"><li>● <b>4.2b, 4.2c)</b></li><li>● <u>Who Came Down That Road?</u> (4.2a, 4.2b, 4.2c)</li><li>● Social Studies Weekly (4.1a, 4.1b, 4.2a, 4.2b, 4.2c)</li></ul> <p><b>E.L.A. Module</b> <b>1 Literature</b> <b>Resources:</b></p> <ul style="list-style-type: none"><li>● <u>New York Adventures in Time and Place</u><ul style="list-style-type: none"><li>○ Ch 4 &amp; 5 Lessons 1-7 (4.3a - 4.3d)</li></ul></li><li>● Exploring N.Y. Activities<ul style="list-style-type: none"><li>○ Ch. 4 &amp; 5 (4.3a - 4.3d)</li></ul></li><li>● <u>The Scoop on Colonial Times</u> (4.3b)</li><li>● <u>If You Lived in Colonial Times</u> (4.3b)</li><li>● <u>N.Y. as a British Colony</u> (4.3b)</li><li>● <u>N.Y. as a Dutch Colony</u> (4.3b)</li><li>● <u>New York and New Nation</u> (4.4b)</li><li>● <u>If you Lived during the American Revolution</u> (4.3d)</li><li>● <u>Social Studies Weekly</u> (4.1- 4.4)</li><li>● <u>On This Spot</u> (4.1 -4.7)</li></ul> <p><b>Optional Activities/Performance Tasks:</b></p> <ul style="list-style-type: none"><li>● Paper mache globes</li><li>● N.Y. region salt dough maps</li></ul>
--	--	--

<b>Grade 4 Trimester 2</b>		
<b>Compelling Question:</b>	How does the government protect the rights of citizens to promote the common good?	
<b>Enduring Understandings</b>	National and New York State government share many common goals and powers but also reserve some powers of their own.	
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● What role did New York play in the development of the new nation?</li> <li>● What were the foundations for a new government?</li> <li>● How does the New York State Constitution establish the basic structure of government for the state?</li> <li>● What are the three different levels of government within the United States and New York State?</li> <li>● How did New York work to bring change for civil rights?</li> <li>● How did the role of government influence the struggle to end slavery and fight for women’s rights?</li> <li>● How did New York support the Union during the Civil War?</li> </ul>	
<b>Next Gen ELA Standards:</b>	<ul style="list-style-type: none"> <li>● R: 4.1, 4.2, 4.6, 4.11</li> <li>● W: 4.2, 4.3, 4.6, 4.7,</li> <li>● SL: 4.1, 4.3, 4.4, 4.5, 4.6</li> <li>● L: 3, 5, 6</li> </ul>	
<b><i>Key Ideas</i></b>	<b><i>Skills/Practices</i></b>	<b><i>Suggested Resources, Links and Assessments</i></b>
<p><b>4.5</b> In search of freedom and call for change: Different groups of people do not have equal rights and freedoms. People worked to bring about change.</p>	<p><b>A. Gathering, Using and Interpreting Evidence</b></p> <p>1. Develop question about New York State, its history, geography,</p>	<p style="text-align: center;"><a href="#"><u>PNW BOCES Website</u></a> Unit 3-National And Local Government</p>

<p>The struggle for rights and freedoms was one factor in the division of the U.S. that resulted in the Civil War.</p> <p><b>4.5a</b> Some Africans and African Americans were enslaved peoples in New York State. African Americans and others worked to fight against slavery and for change.</p> <p><b>4.5b</b> Women have not always had the same rights as well as men in the United States and New York State. They sought to expand their rights and bring about change.</p> <p><b>4.5c</b> The United States became divided over several issues including slavery resulting in the Civil War. New York State supported the Union and played an important role in this war.</p> <p><b>4.7</b> Government: There are different levels of government within the US and NY State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of NY state establishes rights, freedoms, and responsibilities for its citizens.</p> <p><b>4.7a</b> After the Revolution, the United States of America established a</p>	<p>economics, and government.</p> <ol style="list-style-type: none"> <li>2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art, photographs, artifacts, oral histories, maps, and graphs).</li> <li>3. Identify and explain creation and/or authorship, purpose, and format for evidence and, where appropriate, identify point of view.</li> <li>4. Identify arguments of others.</li> <li>5. Identify inferences.</li> <li>6. Recognize arguments and identify evidence.</li> <li>7. Create an understanding of the past by using primary and secondary sources.</li> </ol> <p><b>E. Economics and Economic Systems</b></p> <ol style="list-style-type: none"> <li>1. Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.</li> <li>2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.</li> </ol> <p><b>F. Civic Participation</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect for the rights of others in discussions and classroom</li> </ol>	<p style="text-align: center;"><b>Digital Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PBS Government Collection</a></li> <li>● <a href="#">How and Idea Becomes a Law</a></li> <li>● <a href="#">Nearpod Government Lessons/Activities</a></li> <li>● <a href="#">Brainpop-Government</a></li> <li>● <a href="#">Brainpop-US Constitution</a></li> <li>● <a href="#">Discovery Ed-Constitution Collection</a></li> </ul> <p><b>Optional Activities/Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Create a tree representing branches of government (<b>4.4a - 4.4b</b>)</li> <li>● Civil War cause and effect charts (<b>4.5</b>)</li> </ul>
--	--	---

<p>federal government; colonies established state government</p> <p><b>4.7b</b> The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.</p> <p><b>4.7c</b> Government in New York is organized into counties, cities, towns, and villages.</p> <p><b>4.7d</b> New Yorkers have the rights and freedoms that are guaranteed in the United States Constitution, the New York State Constitution, and by state laws.</p> <p><b>4.7e</b> Citizens in the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in state laws.</p>	<p>debates regardless of whether one agrees with the other viewpoint.</p> <ol style="list-style-type: none"><li>2. Participate in activities that focus on a classroom, school, or community issue or problem.</li><li>3. Identify different political systems.</li><li>4. Identify the role of the individual in classroom, school, and community participation.</li><li>5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</li><li>6. Identify situations in which social actions are required. Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.</li></ol>	
--	--	--



--	--	--

<b>Grade 4 Trimester 3</b>		
<b>Compelling Question:</b>	How did people, laws, and inventions shape our nation and state?	
<b>Enduring Understandings</b>	Geographic, technological, and human factors contributed to NY becoming a leading commercial center. Diverse groups in NY have led calls for economic equality and social justice. The way Americans travel and communicate have changed because of innovative New Yorkers.	
<b>Key Ideas/Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● After the Revolution, why did New Yorkers move and begin to settle further west?</li> <li>● What were the challenges faced by New Yorkers as they traveled west?</li> <li>● How did the development of the Erie Canal affect existing communities and influence the development of New York State?</li> <li>● Why did immigrants move to New York State?</li> <li>● What were the working conditions like for immigrants before the creation of labor unions?</li> </ul>	
<b>Next Gen ELA Standards:</b>	<ul style="list-style-type: none"> <li>● R: 4.1, 4.2, 4.6, 4.11</li> <li>● W: 4.2, 4.3, 4.6, 4.7,</li> <li>● SL: 4.1, 4.3, 4.4, 4.5, 4.6</li> <li>● L: 3, 5, 6</li> </ul>	
<b>Key Ideas</b>	<b>Skills/Practices</b>	<b>Suggested Resources, Links and Assessments</b>
4.4 Transportation and Westward Movement: New York State played an important role in the growth of	<b>D. Geographic Reasoning</b> 1. Use location terms and geographic representations (maps	<a href="#">PNW BOCES Website</a>

<p>United States. During the 1800s, people traveled west looking for opportunities. Improvements in transportation and technology allowed people and goods to move from east west.</p> <p><b>4.4a</b> After the Revolution, New Yorkers began to move and settle further west, using roads many of which had begun as Native American trails.</p> <p><b>4.4b</b> In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.</p> <p><b>4.4c</b> Improved technology such as the steam engine and telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact on communities, the state, and the world.</p> <p><b>4.6</b> Industrialization, Immigration, and Growth: From the Early 1800s to the Present: Economic activities in New York State are varied and have</p>	<p>and models) to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.</p> <p>2. Distinguish human activities and human-made features from "environments"</p> <p>(natural events or physical features—land, air, and water — that are not directly made by humans).</p> <p>3. Identify how environments affect human activities and how human activities affect physical environments.</p> <p>4. Recognize relationships among patterns and processes.</p> <p>5. Describe how human activities alter places and regions.</p> <p><b>A. Gathering, using and Interpreting Evidence</b></p> <p>1. Develop question about New York State, its history, geography, economics, and government.</p> <p>2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art, photographs, artifacts, oral histories,</p>	<p>Unit 4-Change Comes to NY</p> <ul style="list-style-type: none"> <li>● Lesson 2 <b>(4.6a - 4.6c)</b></li> <li>● Lesson 3 <b>(4.6a _4.6c)</b></li> <li>● Lesson 4 <b>(4.6f)</b></li> <li>● Lesson 6 <b>(4.7a)</b></li> <li>● Lesson 7 Child Labor CRQ <b>(4.7a)</b></li> </ul> <p style="text-align: center;"><b>Digital Resources</b></p> <p style="text-align: center;"><a href="#">PBS Immigration Lesson</a>  <a href="#">PBS Ellis Island Collection</a>  <a href="#">Nearpod Immigration Collection</a>  <a href="#">Brainpop Immigration</a>  <a href="#">Brainpop Westward Expansion</a>  <a href="#">Ellis Island Nearpod</a>  <a href="#">Discovery Ed Ellis Island Collection</a>  <a href="#">Ellis Island Discovery</a></p> <p><b>Optional Activities/Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Research projects on important women and inventors in history (4.6c)</li> <li>● Create a timeline of historical events</li> <li>● Perspective writing</li> </ul>
---	--	---

<p>changed over time. Various individuals and groups have contributed to the growth and development of New York</p> <p><b>4.6a</b> Farming, mining, lumbering, and finance are important economic activities associated with New York State.</p> <p><b>4.6b</b> Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.</p> <p><b>4.6c</b> Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.</p> <p><b>4.6d</b> Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.</p> <p><b>4.6e</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.</p> <p><b>4.6f</b> As manufacturing moved out of</p>	<p>maps, and graphs).</p> <p>3. Identify and explain creation and/or authorship, purpose, and format for evidence and, where appropriate, identify point of view.</p> <p>4. Identify arguments of others.</p> <p>5. Identify inferences.</p> <p>7. Create an understanding of the past by using primary and secondary sources.</p> <p><b>E. Economics and Economic Systems</b></p> <p>1. Explain how scarcity necessitates decision making, compare the costs and benefits of economic decisions.</p> <p>2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.</p> <p>4. Explain why individuals and businesses specialize and trade.</p> <p>5. Explain the meaning of unemployment.</p> <p>6. Explain the ways government pays for the goods and services it provides including tax revenue.</p> <p><b>C. Comparison and Contextualization</b></p> <p>1. Identify a region in New York State by describing a characteristic</p>	
---	---	--

<p>New York State, service industries and high-technology industries have grown.</p>	<p>that places within it have in common, and then compare it to other regions.</p> <ol style="list-style-type: none"><li>2. Identify multiple perspectives from an historical event.</li><li>3. Describe and compare New York State historical events.</li><li>4. Recognize the relationship among geography, economics, and history in social studies.</li><li>5. Describe historical developments in New York with specific detail including time and place.</li></ol> <p><b>B. Chronological Reasoning and Causation</b></p> <ol style="list-style-type: none"><li>1. Explain how events are related chronologically to one another.</li><li>3. Identify the relationship between multiple causes and multiple effects using examples from his/her life or from a current event or history.</li><li>5. Recognize dynamics of historical continuity and change over periods of time.</li></ol>	
--	--	--