

4TH Grade **SOCIAL STUDIES** Curriculum Map

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	NOTES
SEPTEMBER- OCTOBER GEOGRAPHY & GOVERNMENT OF NEW YORK STATE	<ul style="list-style-type: none"> • Physical Map • Political Map • Climate • Topography • Vegetation 	<p>- Identify and map NYS and local (Schoharie county and the surrounding counties) major physical features including mountains, plateaus, rivers, lakes, and large bodies of water (Atlantic, Long Island Sound)</p> <p>Identify and map NYS and local (Schoharie county and the surrounding counties) major political features including major cities, bordering states</p> <p>- Examine NYS climate and vegetation maps.</p> <p>- Map reading and labeling (direction, legend, location, latitude, longitude, key, scales)</p> <p>- Define, apply, and represent vocabulary in pictorial, written, or verbal representation.</p>	<p>- Create a map including physical features and political elements.</p> <p>-Verbal discussions</p> <p>-Vocabulary illustration book.</p> <p>-The Great NYS Race: application of letters per location.</p>	<p>-Essential Question: Why does Geography matter?</p> <p>Pace:</p> <p>The Great NYS Race will be embedded throughout the year as different letters are received.</p>
<p>SOCIAL STUDIES STANDARDS:</p> <p>4.1: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.</p> <ul style="list-style-type: none"> • 4.1A: Physical and thematic maps can be used to explore New York State’s diverse geography. • 4.1B: New York State can be represented using a political map that shows cities, capitals, and boundaries. <p>ELA STANDARDS:</p> <ul style="list-style-type: none"> • 				
OCTOBER- NOVEMBER	<ul style="list-style-type: none"> • Algonquians, Iroquois (Haudenosaunee) 	<p>- Examine the location of Native American groups based on geographical</p>	<ul style="list-style-type: none"> • Compare and Contrast writing piece (Iroquois, Algonquins & Lenape) 	<p>-Essential Question: What makes a</p>

<p>NATIVE AMERICAN GROUPS AND THE ENVIRONMENT OF NEW YORK STATE</p>	<ul style="list-style-type: none"> • Roles of Climate, animals, environment, and natural resources • Geographical features • governance • Customs, beliefs, traditions • Contributions today. 	<p>location.</p> <ul style="list-style-type: none"> - Identify adaptations of Native Americans. -Compare and Contrast different Native American groups. - Identify traditions, roles, beliefs, & customs. - Identify contributions today. 	<ul style="list-style-type: none"> • Verbal discussions • Longhouse home project 	<p>complex society?</p> <p>Pace:</p>
<p>SOCIAL STUDIES STANDARDS:</p> <p>4.2: Native American group, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York State. Native Americans Indians interacted with the environment and developed unique cultures.</p> <ul style="list-style-type: none"> • 4.2a: Geographic factors often influenced 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. • 4.2b: Native American groups developed specific patterns of organization and governance to manage their societies. • 4.2c: Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values. <p>ELA STANDARDS:</p> <ul style="list-style-type: none"> • 				
<p>DECEMBER- JANUARY</p> <p>COLONIAL AND REVOLUTIONARY PERIOD OF NEW YORK</p>	<ul style="list-style-type: none"> • Reasons for exploration (gold, alternate route, spices, furs, conversion from Christianity) • Major explorers of New York State • NY waterways and establishment of trade • Interaction between Europeans, Native 	<ul style="list-style-type: none"> • Map reading and labeling for various voyages (Verrazano, Hudson, Champlain) and battles • Geographic reasoning pertaining to importance per trades and settling • Compare and contrast various perspectives of diverse explorers • Analysis of primary documents 	<ul style="list-style-type: none"> • Exit Ticket • Document Worksheet • Newspaper Article • Patriot/Loyalist Advertisement poster • Road to Revolution Timeline • ABC's of the American Revolution 	<p>-Essential Question: What motivates people to explore and colonize other lands?</p> <p>Pace:</p>

	<p>Americans, and Africans</p> <ul style="list-style-type: none"> • Diversity and geographic role of specific New York communities in relation • French and Indian War • Results and impacts of war • Taxes • Declaration of Independence • Various battles in NYS (Long Island, Saratoga) 	<ul style="list-style-type: none"> • Vocabulary • Comprehension • Summarizing 		
<p>SOCIAL STUDIES STANDARDS:</p> <p>4.3: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600’s, colonial New York was important during the Revolutionary Period</p> <ul style="list-style-type: none"> • 4.3a: Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions. • 4.3b: Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles. • 4.3c: In the mid-1700’s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. • 4.3d: Growing conflicts between England and the 13 colonies over issues of political and economic rights left to the American Revolution. New York played a significant role during Revolution, in part due to its geographic location. <p>ELA STANDARDS:</p> <ul style="list-style-type: none"> • 				
<p>FEBRUARY-MARCH</p> <p>IN SEARCH OF FREEDOM AND A</p>	<ul style="list-style-type: none"> • Foundation for a new government • Symbols and representative • Branches of 	<ul style="list-style-type: none"> • Vocabulary • Document reading and analysis • Identify strengths/weaknesses 	<ul style="list-style-type: none"> • Fairness, justice, equality activity • Contribution research project • Bill of Rights Oral 	<p>-Essential Question: What does it mean to be free?</p>

CALL FOR CHANGE:	government (local, state) <ul style="list-style-type: none"> • Declaration of Independence • Constitution • Bill of Rights • Democracy • Values, practices, and tradition • Civic value • Human rights and responsibility • Balance of power • Civil War 	and provide text evidence to support information <ul style="list-style-type: none"> • Identify the cause and effects • Reading comprehension • Identify character traits of “American Heroes” • Basic research skills • Making and analyzing conclusion 	presentation <ul style="list-style-type: none"> • American Hero Case Study- Freedom Hall of Fame nomination 	Pace:
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SOCIAL STUDIES STANDARDS:

4.4: GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens

- 4.4a: After the revolution, the United States of America established a federal government; colonies established state governments.
- 4.4b: 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.
- 4.4c: Government in New York State is organized into counties, cities, towns, and villages.
- 4.4d: New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.
- 4.4e: Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

4.5: In SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedom was one factor in the decision of the United States that resulted in the Civil War.

- 4.5a: There were slaves in New York State. People worked to fight against slavery and for change.
- 4.5b: Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.
- 4.5c: 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 the war.

	ELA STANDARDS:			
<p>MARCH-APRIL</p> <p>WESTWARD MOVEMENT AND INDUSTRIALIZATION</p>	<ul style="list-style-type: none"> Erie Canal Transportation: steamboats, railroads, canals Economic power Growth 	<ul style="list-style-type: none"> Compare and Contrast Map reading and labeling Basic research skills Identify relationship between geographic factors, industrialization, and the expansion Identify changes in NY economy Fact and opinion 	<ul style="list-style-type: none"> Transportation revolution group poster Video Quiz Opinion Transportation writing piece Contribution research presentation 	<p>-Essential Question: How do people, laws, and new technology shape a new nation?</p>
<p>SOCIAL STUDIES STANDARDS:</p> <p>4.6: WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800's, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.</p> <ul style="list-style-type: none"> 4.6a: After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American Trails. 4.6b: 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. 4.6c: Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on the communities, the State, and the world. 4.6d: Farming, mining, lumbering, and finance are important economic activities associated with New York State. 4.6e: Entrepreneurs and inventors associated with New York State have made important contributions to business and technology. 4.6f: Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow. 4.6g: As manufacturing moved out of New York State, service industries and high-technology industries have grown. <p>ELA STANDARDS:</p>				

<p style="text-align: center;">MAY-JUNE</p> <p style="text-align: center;">IMMIGRATION, AND MIGRATION FROM THE 1800'S</p>	<ul style="list-style-type: none"> • Ellis Island • Statue of Liberty • Push/Pull factors • Immigration • Customs, traditions, values • Country of origin • Migration • Transportation • Hardship • Labor unions • Triangle Shirtwaist Fire • Citizenship • The Great Migration 	<ul style="list-style-type: none"> • Analyzing metaphors: salad bowl, melting pot • Analysis of primary documents • Cause and effect • Reasoning • Making connections • Compare and contrast • Representation of numerical value on various types of graphs 	<ul style="list-style-type: none"> • Population graph based on time period • Document Worksheet • Immigration suitcase project • Exit ticket • Comprehensive writing piece comparing and contrasting the book <u>Orphan of Ellis Island</u> and information acquired from the unit 	<p>-Essential Question: How do the experiences of immigrants in various periods of United States history compare to those of immigrants today?</p>
	<p>SOCIAL STUDIES STANDARDS:</p> <p>4.7: IMMIGRATION AND MIGRATION FROM THE EARLY 1800'S TO PRESENT:</p> <ul style="list-style-type: none"> • 4.7a: 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 throughout Ellis Island. • 4.7b: Beginning in the 1890's large numbers of African Americans migrated to New York City and other northern cities to work in factories. <p>ELA STANDARDS:</p>			