

## K-4 Social Studies Curriculum Map Kindergarten

### Trimester 1

**Compelling question:** What makes me unique and special?

**Conceptual Understanding ~ Guiding questions:**

- What does my family look like?
- How do we get along with one another?
- 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?
- How do families celebrate their special activities and traditions?
- How do children and adults contribute to the development of new rules as needed for the school environment?
- How do my choices affect myself and others?
- How do we celebrate holidays?

**Next Gen ELA Standards:**

- RF: K.4
- R: K1, K7, K9
- W: K1, K2, K3, K7
- SL: K1, K1a, K2, K3, K6
- L: K1, K4, K6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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 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>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, present, and future in his/her life.</li> <li>6. Identify routines and common occurrences in his/her life.</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>	<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 Bunnett <b>(K.2)</b></li> <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>I’m in Charge of Me!</u> by David Parker <b>(K.4)</b></li> </ul>

**K.4** Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

**K.4b** 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.

- Families Are Different by Nina Pellegrini **(K.2, K.2a, K.2b)**
- No David by David Shannon **(K.4)**
- David Goes to School by David Shannon **(K.4)**
- David Gets in Trouble by David Shannon **(K.4)**
- Being Respectful. A Book About Respectfulness by Mary Small **(K.4)**
- Strega Nona by Tomie de Paola **(K.4b)**
- It's Mine! by Leo Lionni **(K.4a)**
- Happy Birthday, Martin Luther King Jr. by Jean Marzollo **(K.3b)**

**Internet Resources:**

- Discovery Education - Chrysanthemum **(K.1, K.2a)**  
<http://app.discoveryeducation.com/player/view/assetGuid/2B7D7BA8-87AD-4292-9E73-CF42DEB1D031>
- Discovery Education - Minding Your Manners At School **(K.4)**  
<http://app.discoveryeducation.com/player/view/assetGuid/009C8AD2-9885-4D23-B2AB-07CFA6582972>
- YouTube - Can You Teach My Alligator Manners? **(K.4)**  
[https://youtu.be/R\\_hcV8d-tc4?list=PLa10tTZBYkHG-uZlnOknVBUPTO3NoGTq0](https://youtu.be/R_hcV8d-tc4?list=PLa10tTZBYkHG-uZlnOknVBUPTO3NoGTq0)
- Discovery Education - Holiday Facts and Fun: Cinco de Mayo **(K.3,K.3a, K.3b)**  
<http://app.discoveryeducation.com/search?Ntt=cultural+holidays&N=18340>

		<p><b>Optional Inquiry Lessons from OUBOCES:</b></p> <ul style="list-style-type: none"><li>● Children’s sense of self is shaped by experiences that are unique to them and their families <b>(K.1)</b>. <a href="http://www.ouboces.org/files/1669/K.1.pdf">http://www.ouboces.org/files/1669/K.1.pdf</a></li></ul>
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## Kindergarten

### Trimester 2

**Compelling question:** What are our rights and responsibilities as citizens of a community?

**Conceptual Understanding ~ Guiding questions:**

- How do people meet their needs and satisfy their wants?
- How do people's needs and wants differ from each other?
- How do goods and services help us satisfy our needs and wants?
- How do tools to produce goods and services differ in communities based on their environment?
- How do people deal with scarcity to satisfy their needs and wants?
- Conceptual Understanding ~ Guiding questions:
- What are my responsibilities as a member of the classroom and the school community?
- What are rules and why do we need to follow them?

**Next Gen ELA Standards:**

- RF: K.4
- R: K1, K7, K9
- W: K1, K2, K3, K7
- SL: K1, K1a, K2, K3, K6
- L: K1, K4, K6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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 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>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 issue or problem.</li> <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</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="https://www.pnwboces.org/ssela/index.htm">https://www.pnwboces.org/ssela/index.htm</a></p> <p>Unit 2: How Can I be a Good Citizen?</p> <ul style="list-style-type: none"> <li>● Lesson 1 (K.5a, K.5b, K.5c)</li> <li>● Lesson 6 (K.5a, K.5b, K.5c)</li> </ul> <p>Unit 3: Understanding Economics and Geography</p> <ul style="list-style-type: none"> <li>● Lesson 1 (K.9a)</li> <li>● Lesson 2 (K.9b)</li> <li>● Lesson 3 (K.9b)</li> <li>● Lesson 4 (K.9c)</li> </ul> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>● <u>Dandelion</u> by Don Freeman (K.9a)</li> <li>● <u>The Earth and I</u> by Frank Asch (K.4, K.4a)</li> <li>● <u>The Mitten: A Ukrainian Folktale</u> by Jan Brett (K.9c)</li> <li>● <u>The Three Little Pigs</u> (Any version) (K.9a)</li> <li>● <u>From Sheep to Sweater</u> by Robin Nelson (K.9b)</li> <li>● <u>Ox Cart Man</u> by Donald Hall (K.9a, K.9b)</li> <li>● <u>Alexander Who Used to be Rich Last Sunday</u> by Judith Viorst (K.9a)</li> <li>● <u>A New Coat for Anna</u> by Harriet Ziefert (K.8b)</li> <li>● <u>The Scarecrow's Hat</u> by Ken Brown (K.9b)</li> <li>● <u>If You Give a Mouse a Cookie</u> by Laura Numeroff (K.9a)</li> <li>● <u>A Chair for My Mother</u> by Vera Williams (K.9b)</li> </ul>

**K.9a** 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.

**K.9b** Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.

**K.9c** Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs

role within the school.  
7. Identify and follow rules in the classroom and school.

- Shoes for Me by Sue Fliess **(K.9a)**
- The Magic Fish by Freya Littledale **(K.9a)**
- Jack and the Beanstalk (Any version) **(K.9)**
- The Bag I'm Taking to Grandmas by Shirley Neitzel **(K.9a)**
- How Much is That Doggie in the Window? by Bob Merrill **(K.9)**
- The Lorax by Dr. Seuss **(K.7, K.7a)**
- The Great Kapok Tree by Lynne Cherry **(K.7, K.7a)**
- Mama Do You Love Me by Barbara M. Joosse **(K.7, K.7a)**
- Just a Dream by Chris Van Allsburg **(K.7, K.7a)**
- L is for the Last Frontier by Carole Crane and Kristen Kane **(K.7, K.7a)**
- A is for Musk Ox by Erin Cabatingan **(K.7, K.7a)**
- Bears and the Double Dare by Stan and Jan Berenstain **(K.4)**
- Mind Your Manners: In School by Arianna Candell **(K.4)**
- The Empty Pot by Demi **(K.4)**
- Lilly's Purple Plastic Purse by Kevin Henkes **(K.4a)**
- Presidents' Day by Anne Rockwell **(K.3)**

#### Internet Resources:

- Discovery Education - How Our Economy Works: All about Earning and Spending Money. **(K.9, K.9a, K.9b, K.9c)**  
<http://app.discoveryeducation.com/player/view/assetGuid/5C2991FB-4232-45D1-99A4-94AAECD294F8>
- Reading A-Z - Needs and Wants **(K.9, K.9a, K.9b, K.9c)**  
<http://www.readinga-z.com/book.php?>

		<p><a href="#">id=95</a> Subscription required.</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/index.php?lid=642&amp;type=educator">http://www.econedlink.org/lessons/index.php?lid=642&amp;type=educator</a> A series of drag and drop activities to sort goods and services.</li><li>● EconEdLink - Interactive activity <b>(K9.c)</b> <a href="http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em726_dragndrop.swf&amp;lid=726">http://www.econedlink.org/interactives/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=educator">http://www.econedlink.org/lessons/index.php?lid=517&amp;type=educator</a></li><li>● YouTube - The Mitten by Christina Layton <b>(K9.c)</b> <a href="http://www.youtube.com/watch?v=MdCJ122MyDA">http://www.youtube.com/watch?v=MdCJ122MyDA</a>.</li> <li>● The Jan Brett website - Out the Animals in the Hat <b>(K9.c)</b> <a href="http://www.janbrett.com">www.janbrett.com</a> several great activities to use with The Mitten. Coloring pages, activities, videos, games, etc.</li><li>● Makemeagenius.com - Needs of Living Things <b>(K.9, K.9a, K.9b, K.9c)</b> <a href="http://www.makemegenius.com/science-videos/grade_1/Needs-of-Living-Things">http://www.makemegenius.com/science-videos/grade_1/Needs-of-Living-Things</a></li><li>● Brainpopjr. - all 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><li>● Teachers Pay Teachers site <b>(K.9, K.9a,</b></li></ul>
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		<p><b>K.9b, K.9c)</b> <a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a> search for needs and wants lessons</p> <p><b>Optional Inquiry Lessons from OUBOCES:</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 <b>(K.9)</b> <a href="http://www.ouboces.org/files/1669/K.9.pdf">http://www.ouboces.org/files/1669/K.9.pdf</a></p>
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## Kindergarten

### Trimester 3

**Compelling question:** What does it mean to be a good citizen of the United States of America?

**Conceptual Understanding ~ Guiding questions:**

- How do the United States symbols and monuments represent our country?
- What does the American flag represent?
- What other symbols and monuments represent our country?
- What are the patriotic songs that celebrate America?
- What holidays celebrate the history of our country?
- How can people in communities help one another?
- How do we respect our country?

**Next Gen ELA Standards:**

- RF: K.4
- R: K1, K7, K9
- W: K1, K2, K3, K7
- SL: K1, K1a, K2, K3, K6
- L: K1, K4, K6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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>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> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="https://www.pnwboces.org/ssela/index.htm">https://www.pnwboces.org/ssela/index.htm</a>            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>

**K.3** Symbols and traditions help develop a shared culture and identity within the United States.

**K.3a** Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.

**K.3b** The study of American symbols, holidays, and celebrations helps us to develop a shared sense of history, community, and culture in our country.

**K.6** Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.

**K.6b** Places and regions can be located on a map or globe using geographic vocabulary.

**K.6c** Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.

**K.8** The past, present, and future describe points in time and help us examine and understand events.

4. Identify opinions expressed by others.

**B. Chronological Reasoning and Causation**

1. Identify events of the past, present, and future in his/her life.

**D. Geographic Reasoning**

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.
2. Identify natural events or physical features, such as land, water, air, and wind.
3. Describe how environment affects his/her activities.
4. Identify a human activity that changed a place.

**F. Civic Participation**

1. Demonstrate respect for the rights of others.
2. Show respect in issues involving difference and conflict.
3. Identify situations in which social actions are required.

**Literature Resources:**

- F is for Flag by Wendy Cheyette Lewison **(K.3)**
- Red, White, and Blue by Susan Canizares **(K.3)**
- Happy Birthday, Martin Luther King Jr. by Jean Marzollo **(K.3, K.8)**
- Presidents' Day by Anne Rockwell **(K.3, K.8)**
- Me on the Map by Joan Sweeney **(K.6, K.6b, K.6c)**
- Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport **(K.6, K.6b, K.6c)**
- Celebrating President's Day: What Is a President? by Trisha Callella-Jones and Kimberly Jordano **(K.3, K.8)**
- Flat Stanley by Jeff Brown **(K.6, K.6b, K.6c)**

**Internet Resources:**

- Discovery Education - Holiday Facts and Fun: Cinco de Mayo **(K.8)**  
<http://app.discoveryeducation.com/search?Ntt=cultural+holidays&N=18340>
- Discovery Education - Old Glory, The American Flag **(K.3, K.8)**  
<http://player.discoveryeducation.com/index.cfm?guidAssetId=99942C0E-5835-43AE-83DC-BD7F571AF8CF&blnFromSearch=1&productcode=US>
- Flat Stanley - The Official Flat Stanley Project **(K.6, K.6b, K.6c)**  
<http://www.flatstanleyproject.com/>

**Optional Inquiry Lessons from OUBOCES:**

- Symbols and traditions help develop a shared culture and identity within the United States **(1.3)**

<http://www.ouboces.org/files/1669/K.3.pdf>

**Patriotic Songs: (K.1, K.3, K.6, K.8)**

- National Anthem
- America the Beautiful
- My Country Tis of Thee
- This Land is Your Land
- God Bless the U.S.A.
- You're a Grand Ole Flag

## Grade 1

### Trimester 1

**Compelling question:** What are your responsibilities as a member of both your family and community?

**Conceptual Understanding ~ Guiding questions:**

- Why is it necessary to have rules in your home and community?
- How would you decide if an event takes place in the past, present, or future?
- How do people meet their basic needs in a family and community?
- How does geographic location impact a family or community?
- How have inventions and technology changed families over time?
- What is a map and how do we use it?

**Next Gen ELA Standards:**

- RF: 1.2, 1.3, 1.4b
- R: 1.1, 1.2, 1.6, 1.9
- W: 1.6
- SL: 1.2, 1.3, 1.6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<p><b>1</b> Language, beliefs, customs, and traditions help shape the identity the culture of a family and a community.</p> <p><b>2</b> There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p><b>3</b> A citizen is a member of a community or group. Students are citizens of their local and global communities.</p> <p><b>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>5</b> The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.</p> <p><b>6</b> People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p><b>7</b> Families have a past and change over time. There are different types of documents that relate family histories.</p> <p><b>8</b> Historical sources reveal information about how life in the past differs from the present.</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 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>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</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="#">PNW BOCES: SSELA/First Grade</a></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>PNW BOCES List of Grade 1 Recommended Books:</b>  <a href="http://www.pnwboces.org/SSELA/FirstGrade/books.htm">http://www.pnwboces.org/SSELA/FirstGrade/books.htm</a></p> <p><b>Internet Resources:</b>  <a href="#">Studies Weekly (1.1-1.9)</a></p> <p><a href="#">Scholastic News: First Grade (1.1-1.9)</a></p> <p><a href="#">Pebble Go: Social Studies (1.1-1.9)</a></p> <p><a href="#">Brain Pop Jr.</a>  <b>Social Studies/Citizenship</b>  Rights and responsibilities (1.3, 1.4)  <a href="https://jr.brainpop.com/socialstudies/citizens">https://jr.brainpop.com/socialstudies/citizens</a></p>

9 People have many economic wants and needs, but limited resources with which to obtain them.

- detail.
3. Describe an event in his/her family.
  4. Understand the concepts of geography, economics, and history that apply to his/her family.

**D. Geographic Reasoning**

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.

**F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with other viewpoints.
2. Participate in activities that focus on a classroom or school issue or problem.
4. Identify the role of the individual in classroom and school participation.

<http://rightsandresponsibilities/preview.weml>  
U.S. Symbols (1.1)  
<https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

**Social Studies/Communities**

Community Helpers (1.6, 1.9)  
<https://jr.brainpop.com/socialstudies/communities/communityhelpers/preview.weml>  
School (1.3)  
<https://jr.brainpop.com/socialstudies/communities/school/preview.weml>

Transportation (1.6)  
<https://jr.brainpop.com/socialstudies/communities/transportation/preview.weml>

**Social Studies/Geography**

Reading Maps (1.9)  
<https://jr.brainpop.com/socialstudies/geography/readingmaps/preview.weml>

**Social Studies/American History**

Columbus Day (1.1, 1.2)  
<https://jr.brainpop.com/socialstudies/americanhistory/columbusday/preview.weml>

**Social Studies/Economics**

Needs and Wants (1.6, 1.9)  
<https://jr.brainpop.com/socialstudies/americanhistory/columbusday/preview.weml>

**Optional Inquiry Lessons from OUBOCES:**

A citizen is a member of a community or group. Students are citizens of their local and global communities (1.3)

<http://www.oubores.org/files/1661/1.3.pdf>

# Grade 1

## Trimester 2

**Compelling question:** In what ways are families alike and different in communities around the world?

**Conceptual Understanding ~ Guiding questions:**

- What is a holiday/tradition your family celebrates and why?
- How do governments differ around the world?
- How do governments protect the rights and define the responsibilities of their citizens?
- Which famous Americans helped to shape our country and what impact do they have on our nation today?
- What are some symbols that represent The United States of America? (monuments, statues, landmarks, etc.)
- How do American symbols reflect the shared values, principles, and beliefs of its people?

**Next Gen ELA Standards:**

- RF: 1.2, 1.3, 1.4b
- R: 1.1, 1.2, 1.6, 1.9
- W: 1.6
- SL: 1.2, 1.3, 1.6



Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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>1.2</b> There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p><b>1.2a</b> The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.</p> <p><b>1.2b</b> The Pledge of Allegiance and patriotic songs play an important role in understanding and examining our nation’s history, values, and beliefs.</p> <p><b>1.4</b> 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><b>1.5</b> The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.</p> <p><b>1.6</b> People and communities depend on and modify their physical environment in order to</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><b>D. Create an understanding of the past by using primary and secondary sources.</b></p> <p><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 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>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="#">PNW BOCES: SSELA/First Grade</a></p> <p>Unit 1: Rules and Laws</p> <ul style="list-style-type: none"> <li>● Lesson 5 (1.2)</li> <li>● Lesson 6 (1.2)</li> <li>● Lesson 7 (1.2)</li> </ul> <p>Unit 2: We Are Family</p> <ul style="list-style-type: none"> <li>● Lesson 1 (1.1)</li> <li>● Lesson 2 (1.1, 1.7, 1.8)</li> <li>● Lesson 3 (1.4)</li> <li>● Lesson 4 (1.1)</li> <li>● Lesson 5 (1.7)</li> <li>● Lesson 6 (1.2a &amp; 1.2b)</li> <li>● Lesson 7</li> </ul> <p><b>PNW BOCES List of Grade 1 Recommended Books:</b>  <a href="http://www.pnwboces.org/SSELA/FirstGrade/books.htm">http://www.pnwboces.org/SSELA/FirstGrade/books.htm</a></p> <p><b>Internet Resources:</b>  <a href="#">Studies Weekly (1.1-1.9)</a>  <a href="#">Scholastic News: First Grade (1.1-1.9)</a>  <a href="#">Pebble Go: Social Studies (1.1-1.9)</a>  <a href="#">Brain Pop Jr.:</a>  <b>Social Studies/Holidays</b>  Thanksgiving (1.1, 1.2, 1.6, 1.8)  <a href="https://jr.brainpop.com/socialstudies/holidays/,thanksgiving/preview.weml">https://jr.brainpop.com/socialstudies/holidays/,thanksgiving/preview.weml</a>  Winter Holidays (1.1, 1.2, 1.6, 1.8)</p>

meet basic needs.

**1.7** Families have a past and change over time. There are different types of documents that relate family histories.

**1.8** Historical sources reveal information about how life in the past differs from the present.

**1.9** People have many economic wants and needs, but limited resources with which to obtain them.

economics, and history that apply to his/her family.

**F. Geographic Reasoning**

**4.** 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.

**5.** Describe how human activities alter places.

<https://jr.brainpop.com/socialstudies/holidays/winterholidays/preview.weml>

**Social Studies/ Biographies**

Alexander G. Bell (communication and inventors) **(1.2, 1.8)**

<https://jr.brainpop.com/socialstudies/biographies/alexandergrahambell/preview.weml>

**Social Studies/ Geography**

Continents and Oceans **(1.5)**

<https://jr.brainpop.com/socialstudies/geography/continentsandoceans/preview.weml>

**Social Studies/ Communities**

Rural, Suburban, Urban **(1.5, 1.6)**

<https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/preview.weml>

**Arts & Technology/ Technology**

Email **(1.7, 1.8)**

<https://jr.brainpop.com/artsandtechnology/technology/email/preview.weml>

**Reading & Writing/Communication**

Sending a Letter **(1.7, 1.8)**

<https://jr.brainpop.com/readingandwriting/communication/sendingaletter/preview.weml>

**Optional Inquiry Lessons from OUBOCES:**

Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community **(1.1)** <http://www.ouboces.org/files/1661/1.1c.pdf>

# Grade 1

## Trimester 3

**Compelling question:** How do people in a community fulfill their wants and needs?

**Conceptual Understanding ~ Guiding questions:**

- What is the difference between needs and wants?
- What are the roles of producers and consumers within a community?
- What is scarcity and how does it affect our community?
- Why is there a need for saving money?
- How does culture affect the needs and wants of people within a community?
- What are some holidays celebrated by different cultures throughout the world?
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**Next Gen ELA Standards:**

- RF: 1.2, 1.3, 1.4b
- R: 1.1, 1.2, 1.6, 1.9
- W: 1.6
- SL: 1.2, 1.3, 1.6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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 wants and needs, but limited resources with which to obtain them.</p> <p><b>1.10</b> People make economic choices as producers and consumers of goods and services.</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>4. Understand the concepts of geography, economics, and history that apply to his/her family.</li> </ol> <p><b>D. Geographic Reasoning</b></p> <ol style="list-style-type: none"> <li>3. Describe how environment affects his/her and other people's activities.</li> <li>4. Identify a pattern and a process.</li> </ol> <p><b>E. Economics and Economic Systems</b></p> <ol style="list-style-type: none"> <li>1. Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.</li> <li>2. Distinguish between a consumer and a producer and their relationship to goods and services.</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="#">PNW BOCES: SSELA/First Grade</a>  Unit 4 Economics  ● Lessons 1-7 <b>(1.9,1.10)</b></p> <p>Unit 3 Unity in Community  ● Lesson 6 <b>(1.9)</b></p> <p><b>PNW BOCES List of Grade 1 Recommended Books:</b>  <a href="http://www.pnwboces.org/SSELA/FirstGrade/books.htm">http://www.pnwboces.org/SSELA/FirstGrade/books.htm</a></p> <p><b>Internet Resources:</b>  <a href="#">Studies Weekly (1.1-1.9)</a>  <a href="#">Scholastic News: First Grade (1.1-1.9)</a>  <a href="#">Pebble Go: Social Studies (1.1-1.9)</a></p> <p><a href="#">Discovery Education Video: Economy In and Between Communities</a> (Jobs in the Community, Providing Goods and Services, Types of Service, Taxes, Wants and Needs) <b>(1.6, 1.9,1.10)</b></p> <p><a href="#">Discovery Education Video: How Our Economy Works: All About Earning and Spending Money</a> (Producers, Income, Goods and Services, Consumers, Smart Choices, Saving Money, Wasting Money) <b>(1.6,1.9,1.10)</b></p> <p><a href="#">Brain Pop Jr.:</a>  <b>Social Studies/Economics</b>  Goods and Services n <b>(1.9,1.10)</b>  <a href="https://jr.brainpop.com/socialstudies/economics/goodsandservices/">https://jr.brainpop.com/socialstudies/economics/goodsandservices/</a></p>

3. Explain how people earn money and other ways that people receive money.

### **G. Civic Participation**

1. Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with other viewpoints.
2. Participate in activities that focus on a classroom or school issue or problem.
5. Identify the role of the individual in classroom and school participation.
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.

Needs and Wants **(1.6, 1.9, 1.10)**

<https://jr.brainpop.com/socialstudies/economics/needsandwants/>

Saving and Spending **(1.9, 1.10)**

<https://jr.brainpop.com/socialstudies/economics/savingandspending/>

### **Science/Conservation**

Reduce, Reuse, Recycle **(1.1, 1.3 ,1.6)**

<https://jr.brainpop.com/science/conservation/reducereuserecycle/>

### **Math/Money**

Dollars and Cents **(1.6, 1.9, 1.10)**

<https://jr.brainpop.com/math/money/dollarsandcent/>

### **Literature Resources:**

- Saving Money by Natalie Rosinsky **(1.6, 1.9, 1.10)** (Discusses concepts around saving money, including planning, banking, and investing.)
- All About Money by Natalie Rosinsky **(1.6, 1.9, 1.10)**(Discusses the history and future of money, paper money, coins and electronic money, and details importance of money to pay for goods, services and taxes.)
- Earning Money by Natalie Rosinsky **(1.6, 1.9, 1.10)**(Discusses ways to earn money, including owning a business and selling products or services, working for a wage, salary, or allowance.)
- Needs and Wants by Susan Ring **(1.6, 1.9, 1.10)** (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.)
- Money Madness by David Adler **(1.6, 1.9, 1.10)** (This beginners guide traces

		<p>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. )</p> <ul style="list-style-type: none"><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 <b>(1.6, 1.9, 1.10)</b></li></ul> <p><b>Optional Inquiry Lessons from OUBOCES:</b> People have many economic wants and needs, but limited resources with which to obtain them <b>(1.9)</b></p> <p><a href="http://www.ouboces.org/files/1661/1.9.pdf">http://www.ouboces.org/files/1661/1.9.pdf</a></p>
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## Grade 2

### Trimester 1

**Compelling question:** How do citizens contribute to their government and community?

**Conceptual Understanding ~ Guiding questions:**

- Why is it important to have rules and laws in our classroom and local community?
- How are citizens responsible to their community in terms of decision-making, resolving conflict, and electing leaders?
- Why do citizens pay taxes?
- What are the similarities and differences of rural, urban, and suburban communities?
- What are the distinct characteristics of rural, urban, and suburban communities?

**Next Gen ELA Standards:**

- RF: 2.4
- R: 2.1, 2.3, 2.6, 2.8, 2.9
- W: 2.7
- SL: 2.1
- L: 2.3, 2.4e, 2.6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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>2.3c</b> The process of holding elections and voting is an example of democracy in action in schools, communities, NY 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</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> <li>4. Recognize the relationships between geography, economics, and history in his/her community.</li> <li>5. Describe a historical development in his/her community with specific details including time and place.</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 geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.</li> <li>2. Distinguish human activities and human-made features from "environments"</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b></p> <p>Unit 1: Geography</p> <ul style="list-style-type: none"> <li>● Lesson 1 (2.3, 2.4)</li> <li>● Lesson 3 (2.3)</li> <li>● Lesson 4 (2.4, 2.8)</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><b>PNW BOCES List of Grade 2 Recommended Books:</b></p> <p><a href="https://www.pnwboces.org/SSELA/SecondGrade/recommended-books.htm">https://www.pnwboces.org/SSELA/SecondGrade/recommended-books.htm</a></p> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>● The Little House by Virginia Lee Burton (2.1a, 2.1b, 2.1c). <a href="http://www.youtube.com/watch?v=Yq10JKt4-RA">www.youtube.com/watch?v=Yq10JKt4-RA</a></li> <li>● Rural, Suburban, and Urban Communities (2.1a, 2.1b, 2.1c, 2.1d). <a href="https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/">https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/</a></li> <li>● Discovery Education (2.1a-d) <a href="http://www.discovery.com/education/rural-urban-suburban">Rural, Urban, Suburban</a></li> <li>● Pebble Go: Social Studies (teachers choice) (2.1a, 2.1b, 2.1c, 2.1d). <a href="http://www.pebblego.com/">http://www.pebblego.com/</a></li> </ul>



use money based on their needs, wants, and the availability of resources.

**2.8d** Taxes are collected to provide communities with goods and services.

(natural events or physical features--land, air, and water--that are not directly made by humans).

3. Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.

5. Describe how human activities alter places in a community.

#### **F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.

2. Participate in activities that focus on classroom, school, or community issue or problem.

3. Identify different political systems.

4. Identify the role of the individual in classroom, school, and community participation.

5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.

6. Identify situations in which social actions are required.

#### **Literature Resources:**

- The Kingdom with No Rules, No Laws, and No King by: Norman Stiles **(2.4a)**. [coe.winthrop.edu/johnsonle/Johnson/readings/kingdom.doc](http://coe.winthrop.edu/johnsonle/Johnson/readings/kingdom.doc)
- Citizenship by Ann-Marie Kishel **(2.4c)**. <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CB4QFjAA&url=http%3A%2F%2Fwww.amazon.com%2FCitizenship-First-Step-Nonfiction-Government%2Fdp%2F0822564041&ei=u4ieVbvJGYP1-AG8-r6QBQ&usg=AFQjCNFCb-OhPSR8dHh6K2ZAluhuZdw9kw&bv m=bv.96952980,d.cWw>

#### **ELA Module (2.2)**

Grade 2 Listening Strand Domain 12- Fighting For a Cause

#### **Internet Resources:**

##### **Brain Pop JR.**

- The Rules Rap By: Dr. Jean **(2.4a-c)**. [www.youtube.com/watch?v=dmfiju5UJuM](http://www.youtube.com/watch?v=dmfiju5UJuM)
- Susan B. Anthony **(2.2)**. <https://jr.brainpop.com/socialstudies/biographies/susanbanthony/>
- Rights and Responsibilities **(2.2)**. <https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>
- Pebble Go: Social Studies (teachers choice). <http://www.pebblego.com/>

**Optional Inquiry Lessons from OUBOCES:**

Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service **(2.4)**

<http://www.ouboces.org/files/1662/2.4.pdf>

Sprout Creek Farm - Seasonal Observations **(2.1a, 2.1b, 2.1c, 2.1d)**

Scholastic News/ National Geographic Explorer/Studies Weekly- Magazine Grade **(2.1a, 2.1b, 2.1c, 2.1d)**

**Optional Inquiry Lessons from OUBOCES:**

- A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of land are some characteristics that define and distinguish types of communities **(2.1)**.  
<http://www.ouboces.org/files/1662/2.1.pdf>

## Grade 2

### Trimester 2

**Compelling question:** How does geography influence where people live and why?

**Conceptual Understanding ~ Guiding questions:**

- What geographical features do we find in the United States?
- How do we “read” a map?
- How does where you live affect how you live?

**Next Gen ELA Standards:**

- RF: 2.4
- R: 2.1, 2.3, 2.6, 2.8, 2.9
- W: 2.7
- SL: 2.1
- L: 2.3, 2.4e, 2.6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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>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</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b> 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><b>PNW BOCES List of Grade 2 Recommended Books:</b> <a href="https://www.pnwboces.org/SSELA/SecondGrade/recommended-books.htm">https://www.pnwboces.org/SSELA/SecondGrade/recommended-books.htm</a></p>

**2.5b** The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.

**2.5c** Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces and recreation areas.

**2.5d** The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.

the environment of the community affects human activities.

4. Recognize a process that applies to population and a resulting pattern.
5. Describe how human activities alter places in a community.

#### **Internet Resources:**

- Me on the Map by Annette Cable **(2.5)**.  
<https://www.youtube.com/watch?v=1f7ebZMLn08>
- Fifty Nifty United States **(2.5)**.  
<https://www.youtube.com/watch?v=WhDrGnjacvA>
- Types of Landforms educational video **(2.5)**.  
<https://www.youtube.com/watch?v=LwNfyvCXh1k>
- Map Skills **(2.5)**.  
<http://classroom.jc-schools.net/basic/smmaps.html>
- Pebble Go: Social Studies **(2.5)**  
<http://www.pebblego.com/>
- Brain Pop JR. - Landforms **(2.5)**.  
<https://jr.brainpop.com/socialstudies/geography/landforms/preview.weml>
- Brainpop Jr. - Map Skills **(2.5)**.  
<https://jr.brainpop.com/socialstudies/geography/readingmaps/preview.weml>
- Teachers Pay Teachers - Maps and Globes **(2.5)**.  
<https://www.teacherspayteachers.com/Product/Maps-and-Globes-A-Printable-Book-for-Introducing-or-Reviewing-Map-Skills-719138>

#### **Optional Inquiry Lessons from OUBOCES:**

- Geography and natural resources shape where and how urban, suburban, and rural communities develop and sustain themselves **(2.5)**.  
<http://www.ouboces.org/files/1662/2.5a.pdf>

## Grade 2

### Trimester 3

**Compelling question:** How and why do communities change over time?

**Conceptual Understanding ~ Guiding questions:**

- How has our community changed over time?
- How do communities work together to meet their needs and wants?

**Next Gen ELA Standards:**

- RF: 2.4
- R: 2.1, 2.3, 2.6, 2.8, 2.9
- W: 2.7
- SL: 2.1
- L: 2.3, 2.4e, 2.6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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, and tools such as time lines.</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 using examples from his/her family life or from the community.</li> <li>4. Identify change over time in his/her community.</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b> Unit 4: Change and Interdependence in Communities</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> <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>

**2.7** Cause and effect relationships help us recount events and understand historical development.

**2.8** Communities face different challenges in meeting their needs and wants.

**2.8a** The availability of resources to meet basic needs varies across urban, suburban, and rural communities.

**2.9** A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

**2.9c** At times, neighboring communities share resources and workers to support multiple communities.

**5.** Identify events of the past, present, and future in his/her community.

**6.** Recognize and identify patterns of continuity and change in his/her community.

**E. Economics and Economic Systems**

**2.** Describe the resources used to produce goods and provide services in the local community

**4.** Describe the goods and services that people in the local community produce and those that are produced in other communities.

**PNW BOCES List of Grade 2 Recommended Books:**

<https://www.pnwboces.org/SSELA/SecondGrade/recommended-books.htm>

**Internet Resources:**

- The Little House by Virginia Lee Burton **(2.1a, 2.1b, 2.1c)**  
[www.youtube.com/watch?v=Yq1OJKt4-RA](http://www.youtube.com/watch?v=Yq1OJKt4-RA)
- Rural, Suburban, and Urban Communities **(2.1a, 2.1b, 2.1c, 2.1d)**  
<https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/>
- Discovery Education **(2.1a-d)**  
[Rural, Urban, Suburban](http://www.discoveryeducation.com)
- Pebble Go: Social Studies (teachers choice) **(2.1a, 2.1b, 2.1c, 2.1d)**  
<http://www.pebblego.com/>
- Pebble Go: Social Studies (teachers choice) **(2.6-2.9)**  
<http://www.pebblego.com>
- Discovery Education Streaming Videos **(2.6, 2.7)**  
[www.discoveryeducation.com](http://www.discoveryeducation.com)
  - Lesson one- How Communities Grow and Change and Long Ago, Yesterday, and Today
  - Lesson two- A Changing Nation
- BrainpopJr - Needs and Wants **(2.6-2.9)**  
<https://jr.brainpop.com/socialstudies/economics/needsandwants/>
- Teacherspayteachers.com **(2.6, 2.7)**
  - Communities and How They Change Over Time by: Little School on The Range

(2.6-2.9)

**Optional Inquiry Lessons from OUBOCES:**

- Communities face different challenges in meeting their needs and wants **(2.8)**.  
<http://www.ouboces.org/files/1662/2.8a.pdf>

## Grade 3

### Trimester 1

**Compelling question:** How can students gather, use and interpret evidence using geographic tools?

**Conceptual Understanding ~ Guiding questions:**

- What tools can be used to study unifying characteristics in geographic regions?
- How can the location of world communities be identified using geographic tools?
- How can human beings change their environment to meet their needs?
- How has the geography of the United States impacted human beings?
- How does the United States depend on itself and others to fill its wants and needs?
- How does the geography of a world community impact human beings?
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**Next Gen ELA Standards:**

- R: 3.5, 3.6, 3.7, 3.8
- W: 3.2, 3.5, 3.6,
- SL: 3.1, 3.2, 3.3, 3.4, 3.5
- L: 3.1, 3.2, 3.6



Content	Skills/Practices	Suggested Resources, Links, and Assessments
<p><b>3.1</b> Geographic regions have unifying characteristics and can be studied using a variety of tools.</p> <p><b>3.1a</b> Earth is comprised of water and large land masses that can be studied using a variety of tools.</p> <p><b>3.1b</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><b>3.2</b> 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><b>3.2b</b> World communities can be located in relation to each other and to principle parallels and meridians.</p> <p><b>3.3</b> 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><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 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).</li> </ol> <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 “environments” (natural events or physical features—land, air,</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="#">PNW BOCES</a>  Unit 1: Geography</p> <ul style="list-style-type: none"> <li>● Lesson 1 (3.1)</li> <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>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>● Discovery Ed. (3.1-3.3)  <a href="#">Physical Geography</a></li> <li>● Brainpop Jr. (3.1-3.3)  <a href="#">Geography</a></li> <li>● Readworks.org (3.1-3.3)  <a href="#">Geography</a></li> <li>● Engageny (3.1-3.3)  <a href="#">Module 1, lesson 3</a></li> </ul> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>● Studies Weekly Newspaper (3.1-3.3)</li> <li>● <a href="#">That Book Woman</a> and <a href="#">Rain School</a> (3.1-3.3)</li> </ul> <p><b>Assessment/Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Write a paragraph based solely on images from ELA Module 1 - Carousel Activity</li> <li>● Write a landform dictionary</li> <li>● Interpret a map using symbols, keys,</li> </ul>

	<p>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>etc.</p> <ul style="list-style-type: none"><li>● Write a “how to” paragraph to find hidden objects on a map</li></ul> <p><b>Optional Inquiry Lessons from OUBOCES:</b> Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs <b>(3.3)</b>. <a href="http://www.ouboces.org/files/1663/3.3a.pdf">http://www.ouboces.org/files/1663/3.3a.pdf</a></p>
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## Grade 3

### Trimester 2

**Compelling question:** In what ways is the United States similar to and different from other world communities?

**Conceptual Understanding ~ Guiding questions:**

- What does it mean to be a democratic form of government?
- What are some of the common and diverse cultural elements of the United States?
- How does government differ in world communities?
- What are some of the common and diverse cultural elements of world communities?

**Next Gen ELA Standards:**

- R: 3.5, 3.6, 3.7, 3.8
- W: 3.2, 3.5, 3.6,
- SL: 3.1, 3.2, 3.3, 3.4, 3.5
- L: 3.1, 3.2, 3.6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<p><b>3.3 a</b> Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.</p> <p><b>3.4</b> Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p>	<p><b>A. Gathering, Using, and Interpreting Evidence</b></p> <p><b>1.</b> Develop questions about a world community.</p> <p><b>2.</b> Recognize and use different 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>PNWBOCES Social Studies/ELA:</b>  <a href="#">PNW BOCES</a>            Unit 2: United States</p> <ul style="list-style-type: none"> <li>● Lesson 3 (3.7)</li> <li>● Lesson 5 (3.5)</li> <li>● Lesson 7 (3.4, 3.5, 3.6)</li> </ul> <p><b>Internet Resources:</b></p>

<p><b>3.5</b> Communities share cultural similarities and differences across the world.</p> <p><b>3.6</b> Communities from around the world interact with other people and communities and exchange cultural ideas and practices.</p> <p><b>3.6a</b> Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.</p> <p><b>3.7</b> Governments and communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of government.</p> <p><b>3.8a</b> The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.</p> <p><b>3.7b</b> The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.</p>	<p><b>3.</b> Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.</p> <p><b>4.</b> Identify arguments of others.</p> <p><b>5.</b> Identify inferences.</p> <p><b>6.</b> Create an understanding of the past by using primary and secondary sources.</p> <p><b>C. Comparison and Contextualization</b></p> <p><b>1.</b> Identify a world region by describing a characteristic that places within it have in common.</p> <p><b>2.</b> Identify multiple perspectives by comparing and contrasting points of view in differing world communities.</p> <p><b>4.</b> Recognize the relationship between geography, economics, and history in world communities.</p> <p><b>5.</b> Describe a historical development in a world community, using specific details, including time and place.</p>	<ul style="list-style-type: none"><li>● Engageny <b>(3.6)</b> <a href="#">Module 1 Unit 2</a></li><li>● Discovery Ed. <b>(3.4-3.6)</b> <a href="#">Videos on world cultures and traditions</a></li><li>● Brainpop Jr. <b>(3.4-3.6)</b> <a href="#">Citizenship</a></li><li>● ReadWorks <b>(3.4, 3.5)</b> <a href="#">Immigration</a></li></ul> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"><li>● <a href="#">That Book Woman</a> <b>(3.6)</b></li><li>● Studies Weekly Newspaper <b>(3.4-3.6)</b></li></ul> <p><b>Assessment/Performance Tasks:</b></p> <ul style="list-style-type: none"><li>● Draw conclusions based on various maps</li><li>● Write a persuasive essay based on needs and wants</li><li>● Analyze visuals to determine what symbols mean</li><li>● Analyze The Pledge of Allegiance</li></ul> <p><b>Optional Inquiry Lessons from OUBOCES:</b></p> <ul style="list-style-type: none"><li>● Communities share cultural similarities and differences across the world <b>(3.5)</b> <a href="http://www.oubores.org/files/1663/3.5.pdf">http://www.oubores.org/files/1663/3.5.pdf</a></li></ul>
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## Grade 3

### Trimester 3

**Compelling question:** How do world communities meet their needs and wants?

**Conceptual Understanding ~ Guiding questions:**

- How do world communities use human and natural resources?
- How do world communities meet their basic needs?
- How do world communities produce goods and provide services?
- How has technology and transportation influenced how world communities trade?
- How does a world community depend on itself and others to fill its wants and needs?

**Next Gen ELA Standards:**

- R: 3.5, 3.6, 3.7, 3.8
- W: 3.2, 3.5, 3.6,
- SL: 3.1, 3.2, 3.3, 3.4, 3.5
- L: 3.1, 3.2, 3.6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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>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 governments in world communities and services they provide to citizens.</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="#">PNW BOCES</a>  Unit 2 - United States</p> <ul style="list-style-type: none"> <li>● Lesson 2 (3.9-3.10)</li> </ul> <p>Unit 3: Lessons 1-7 (3.7-3.8)  <a href="#">Brazil</a></p> <p>Unit 4: Lessons 1-7 (3.7-3.8)  <a href="#">China</a></p> <p>Unit 5: Lessons 1-7 (3.7-3.8)  <a href="#">Kenya</a></p> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>● Brainpop Jr. (3.7-3.8)  <a href="#">Ancient China</a></li> </ul> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>● Discovery Ed. (3.9-3.10)  <a href="#">Needs and Wants Economy in and Between Communities</a></li> <li>● Brainpop Jr. (3.9-3.10)  <a href="#">Economics</a></li> </ul> <p><b>Literature Resources:</b></p> <ul style="list-style-type: none"> <li>● Studies Weekly Newspaper (3.9-3.10)</li> <li>● Scholastic News (3.9-3.10)</li> </ul> <p><b>Assessment/Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Engage in economic role play</li> <li>● Perform skits from PNW Boces</li> </ul> <p><b>Optional Inquiry Lessons from OUBOCES:</b>  Each community develops an economic system</p>

that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? **(3.10)**  
<http://www.ouboces.org/files/1663/3.10.pdf>

## Grade 4

### Trimester 1

**Compelling question:** Why does geography matter?

**Conceptual Understanding ~ Guiding questions:**

- How can reading maps help you have a better understanding of New York State's diverse geography?
- What is the relationship between New York's physical features and climate?
- How did geographic factors help influence location of early settlements?
- How was the development of native American cultures in New York state influenced by resources and the environment?
- How did European exploration lead to colonization?
- Why were New York waterways important to early settlements?
- How did New York's geographic location play an important role during the American Revolution?
- How did Colonial New York become home to many different peoples?

**Next Gen ELA Standards:**

- R: 4.1, 4.2, 4.6, 4.11
- W: 4.2, 4.3, 4.6, 4.7,
- SL: 4.1, 4.3, 4.4, 4.5, 4.6
- L: 3, 5, 6



Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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><b>4.1a</b> Physical and thematic maps can be used to explore New York State’s diverse geography.</p> <p><b>4.1b</b> New York State can be represented using a political map that shows cities, capitals, and boundaries.</p> <p><b>4.2</b> 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 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><b>A. Gathering, Interpreting, and Using Evidence</b></p> <ol style="list-style-type: none"> <li>1. Develop questions about New York State and its history, geography, economics, and/or government.</li> <li>6. Create understanding of the past by using and analyzing primary and secondary sources.</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>2. Employ mathematical skills to measure time in years and centuries.</li> <li>3. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines with teacher support.</li> <li>5. Recognize dynamics of historical continuity and change over periods of time.</li> <li>6. Use periods of historical continuity and change over periods of time.</li> </ol> <p><b>C. Comparison and Contextualization</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>4. Identify opportunities for and the role of the individual in social and political participating in the school, local, and/or state community.</li> <li>6. Identify situations in which social actions are required and suggest solutions.</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="http://www.pnwboces.org/ssela/index.htm">http://www.pnwboces.org/ssela/index.htm</a>  Unit 1: The Three Worlds: Native Americans, Europeans, and Africans Meet in NYS</p> <ul style="list-style-type: none"> <li>● Lesson 1 (4.1a, 4.2b)</li> <li>● Lesson 2 (4.2a, 4.2b, 4.2c)</li> <li>● Lesson 4 (4.3b)</li> <li>● Lesson 5 (4.3b)</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 (4.3d)</li> </ul> <p><b>E.L.A. Module 1</b></p> <ul style="list-style-type: none"> <li>● <u>The Iroquois: The Six Nations Confederacy</u> (4.2a, 4.2b, 4.2c)</li> <li>● <u>Eagle Song</u> (4.2a, 4.2b, 4.2c)</li> </ul> <p><b>Module 2A</b></p> <ul style="list-style-type: none"> <li>● Lessons 1-16 (4.3a, 4.3b, 4.3c, 4.3d)</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 (4.1a, 4.1b, 4.2a, 4.2b, 4.2c)</li> </ul> </li> <li>● Exploring N.Y. Activity Text <ul style="list-style-type: none"> <li>● Ch 1 Activities 1-4 (4.1a, 4.1b)</li> <li>● Ch 2 Activities 1, 3-4 (4.2a, 4.2b, 4.2c)</li> </ul> </li> <li>● <u>If You Lived During the Time of Native Americans</u> (4.2a, 4.2b, 4.2c)</li> <li>● <u>Who Came Down That Road?</u> (4.2a, 4.2b, 4.2c)</li> </ul>

**4.3** Colonial and Revolutionary period in NY: European exploration led to colonization of the region that became NY State. Beginning in the early 1600s, colonial NY was home to people from many different countries. Colonial NY was important during the Revolutionary Period.

**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.

**4.3d** Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location

7. Identify people in positions of power and how they can influence people's rights and freedom.

#### **D. Geographic Reasoning**

1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

3. Identify how environments affect human activities and how human activities affect physical environments.

5. Describe how human activities alter places and regions.

#### **E. Economics and Economic Systems**

2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.

#### **F. Civic Participation**

3. Identify different types of political systems used at various times in New York State history and, where appropriate, in United States history.

- Social Studies Weekly (4.1a, 4.1b, 4.2a, 4.2b, 4.2c)

#### **E.L.A. Module 1**

##### **Literature Resources:**

- New York Adventures in Time and Place
  - Ch 4 & 5 Lessons 1-7 (4.3a - 4.3d)
- Exploring N.Y. Activities
  - Ch. 4 & 5 (4.3a - 4.3d)
- The Scoop on Colonial Times (4.3b)
- If You Lived in Colonial Times (4.3b)
- N.Y. as a British Colony (4.3b)
- N.Y. as a Dutch Colony (4.3b)
- New York and New Nation (4.4b)
- If you Lived during the American Revolution (4.3d)
- Social Studies Weekly (4.1- 4.4)
- On This Spot (4.1 -4.7)

##### **Internet Resources:**

Brainpop Jr. <https://jr.brainpop.com/>

- Continents and Oceans (4.1)
- reading maps (4.1a, 4.1b)
- Iroquois (4.2a, 4.2b, 4.2c)

Brainpop <https://www.brainpop.com/>

- latitude and longitude (4.1b)
- map skills (4.1)
- Christopher Columbus (4.1)
- Iroquois Confederacy (4.2a, 4.2b, 4.2c)
- American Indians (4.2a, 4.2b, 4.2c)

Discovery Ed.

<http://www.discoveryeducation.com/?ref=streaming&returnUrl=http%3A%2F%2Fstreaming%2Ediscoveryeducation%2Ecom%2Findex%2Ecfm>

- Trade between the Dutch and Native Americans (4.2a, 4.2b, 4.2c)
- N.Y. upclose Native Americans (4.2a, 4.2b, 4.2c)

		<p>Brainpop <a href="https://www.brainpop.com/">https://www.brainpop.com/</a></p> <ul style="list-style-type: none"><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>Discovery Ed. <a href="http://www.discoveryeducation.com/?ref=streaming&amp;returnUrl=http%3A%2F%2Fstreaming%2Ediscoveryeducation%2Ecom%2Findex%2Ecfm">http://www.discoveryeducation.com/?ref=streaming&amp;returnUrl=http%3A%2F%2Fstreaming%2Ediscoveryeducation%2Ecom%2Findex%2Ecfm</a></p> <ul style="list-style-type: none"><li>● Making the 13 colonies the colony of New Netherland</li><li>● Native American cultural issues</li><li>● <b>(4.2b,4.2c)</b></li></ul> <p><b>Optional Inquiry Lessons from OUBOCES:</b></p> <p>Geography of New York State: New York has a diverse geography. Various maps can be used to represent and examine the geography of New York State <b>(4.1)</b> <a href="http://www.ouboces.org/files/1664/4.1a.pdf">http://www.ouboces.org/files/1664/4.1a.pdf</a></p> <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>
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## Grade 4

### Trimester 2

**Compelling question:** How does the government protect the rights of citizens to promote the common good?

**Conceptual Understanding ~ Guiding questions:**

- What role did New York play in the development of the new nation?
- What were the foundations for a new government?
- How does the New York State Constitution establish the basic structure of government for the state?
- What are the three different levels of government within the United States and New York State?
- How did New York work to bring change for civil rights?
- How did the role of government influence the struggle to end slavery and fight for women's rights?
- How did New York support the Union during the Civil War?

**Next Gen ELA Standards:**

- R: 4.1, 4.2, 4.6, 4.11
- W: 4.2, 4.3, 4.6, 4.7,
- SL: 4.1, 4.3, 4.4, 4.5, 4.6
- L: 3, 5, 6

Content	Skills/Practices	Suggested Resources, Links, and Assessments
<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. 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 federal government;</p>	<p><b>A. Gathering, Using and Interpreting Evidence</b></p> <ol style="list-style-type: none"> <li>1. Develop question about New York State, its history, geography, economics, and government.</li> <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 debates regardless of whether one agrees with the other viewpoint.</li> </ol>	<p><b>PNWBOCES Social Studies/ELA:</b>  <a href="http://www.pnwboces.org/ssela/index.htm">http://www.pnwboces.org/ssela/index.htm</a></p> <p>Unit 3: National and Local Government</p> <ul style="list-style-type: none"> <li>● Lesson 1 (4.4a - 4.4e)</li> <li>● Lesson 2 (4.4d)</li> <li>● Lesson 7 Constructed response question and document based questions (4.4d)</li> </ul> <p>Unit 4: Industrial Revolution</p> <p>Lesson 1 (4.5 a-4.5b)</p> <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 6 (4.5a-4.5e)</li> <li>● Ch 8 (4.4a-4.4e)</li> <li>● Ch 12 (4.4a-4.4e)</li> </ul> </li> <li>● Exploring N.Y. Activities <ul style="list-style-type: none"> <li>● Ch 5 Lesson 8-10 (4.5a-4.5e)</li> <li>● Ch 6 Lesson 7-10 (4.4a -4.5e)</li> <li>● Ch 8 (4.5a -4.5e)</li> </ul> </li> <li>● <u>If You Lived During the Revolutionary War</u> (4.3d)</li> <li>● <u>If You Lived at the Time of the Civil War</u> (4.5a)</li> <li>● <u>Social Studies Weekly</u> (4.4a -4.4d)</li> </ul> <p><b>Internet Resources:</b></p> <p>Brainpop Jr. <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></p> <ul style="list-style-type: none"> <li>● Local and state government (4.4a - 4.4b)</li> <li>● rights and responsibilities (4.4a- 4.4b)</li> </ul> <p>Brainpop <a href="https://www.brainpop.com/">https://www.brainpop.com/</a></p>

colonies established state government

**4.7b** 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.

**4.7c** Government in New York is organized into counties, cities, towns, and villages.

**4.7d** New Yorkers have the rights and freedoms that are guaranteed in the United States Constitution, the New York State Constitution, and by state laws.

**4.7e** 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.

**2.** Participate in activities that focus on a classroom, school, or community issue or problem.

**3.** Identify different political systems.

**4.** Identify the role of the individual in classroom, school, and community participation.

**5.** Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.

**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.

- US Constitution **(4.4d)**
- Bill of Rights **(4.4d)**
- Constitutional Convention **(4.4a)**
- Articles of Confederation **(4.4a)**
- Branches of government **(4.4b)**
- Civil rights **(4.4d)**
- Brown Vs. BOE **(4.5a)**
- Civil War **(4.5a)**
- Reconstruction **(4.5a)**
- Abraham Lincoln **(4.5a)**

Discovery Ed.

<http://www.discoveryeducation.com//?ref=streaming&returnUrl=http%3A%2F%2Fstreaming%2Ediscoveryeducation%2Ecom%2Findex%2Ecfm>

- Understanding the Constitution **(4.4d)**
- How a bill becomes a law **(4.4b)**

**Optional Inquiry Lessons from OUBOCES:**

- Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War **(4.5)**.

<http://www.ouboces.org/files/1664/4.5ab.pdf>

**Optional Activities/Performance Tasks:**

- Create a tree representing branches of government **(4.4a - 4.4b)**

Civil War cause and effect charts **(4.5)**

## Grade 4

### Trimester 3

**Compelling question:** How did people, laws, and inventions shape our nation and state?

**Conceptual Understanding ~ Guiding questions:**

- After the Revolution, why did New Yorkers move and begin to settle further west?
- What were the challenges faced by New Yorkers as they traveled west?
- How did the development of the Erie Canal affect existing communities and influence the development of New York State?
- Why did immigrants move to New York State?
- What were the working conditions like for immigrants before the creation of labor unions?

**Next Gen ELA Standards:**

- R: 4.1, 4.2, 4.6, 4.11
- W: 4.2, 4.3, 4.6, 4.7,
- SL: 4.1, 4.3, 4.4, 4.5, 4.6
- L: 3, 5, 6

Content	Skills/Practices	Useful Resources, Links, and Assessments
<p><b>4.4 Transportation and Westward Movement:</b> New York State played an important role in the growth of 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>D. Geographic Reasoning</b></p> <p>1. Use location terms and geographic representations (maps 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><b>PNWBOCES Social Studies/ELA:</b>  <a href="http://www.pnwboces.org/ssela/index.htm">http://www.pnwboces.org/ssela/index.htm</a>            Unit 4: Industrial Revolution</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>



**4.4a** After the Revolution, New Yorkers began to move and settle further west, using roads many of which had begun as Native American trails.

**4.4b** 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.

**4.4c** 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.

**4.6** Industrialization, Immigration, and Growth: From the Early 1800s to the Present: Economic activities in New York State are varied and have changed over time. Various individuals and groups have contributed to the growth and development of New York

**4.6a** Farming, mining, lumbering, and finance are important economic activities associated with New York State.

**4.6b** Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.

**4.6c** Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.

(natural events or physical features—land, air, and water — that are not directly made by humans).

**3.** Identify how environments affect human activities and how human activities affect physical environments.

**4.** Recognize relationships among patterns and processes.

**5.** Describe how human activities alter places and regions.

#### **A. Gathering, using and Interpreting Evidence**

**1.** Develop question about New York State, its history, geography, economics, and government.

**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).

**3.** Identify and explain creation and/or authorship, purpose, and format for evidence and, where appropriate, identify point of view.

**4.** Identify arguments of others.

**5.** Identify inferences.

**7.** Create an understanding of the past by using primary and secondary sources.

#### **E. Economics and Economic Systems**

**1.** Explain how scarcity necessitates decision making, compare the costs and benefits of economic decisions.

**2.** Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.

**4.** Explain why individuals and businesses specialize and trade.

#### **Literature Resources:**

● New York Adventures in Time and Place (4.6b-4.6c)

● Ch 7 & 8

● Exploring N.Y. Activities (4.6b-4.6c)

● Ch 6

#### **Internet Resources:**

Brainpop Jr. <https://jr.brainpop.com/>

● Ellis Island(4.7a)

Brainpop <https://www.brainpop.com/>

● Westward Expansion(4.6a)

● Immigration(4.7a)

Discovery Ed.

<http://www.discoveryeducation.com//?ref=streaming&returnUrl=http%3A%2F%2Fstreaming%2Ediscoveryeducation%2Ecom%2Findex%2Ecfm>

● Workers Rights(4.7a)

● The Triangle Shirtwaist Fire (4.7a)

#### **Optional Inquiry Lessons from OUBOCES:**

● New York State played an important role in the growth of the United States. During the 1800s, 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 **(4.6)**.

<http://www.ouboces.org/files/1664/4.6abc.pdf>

#### **Optional Activities/Performance Tasks:**

● Research projects on important women and inventors in history (4.6c)

● Create a timeline of historical events

● Perspective writing



**4.6d** Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

**4.6e** 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.

**4.6f** As manufacturing moved out of New York State, service industries and high-technology industries have grown.

5. Explain the meaning of unemployment.
6. Explain the ways government pays for the goods and services it provides including tax revenue.

**C. Comparison and Contextualization**

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.
2. Identify multiple perspectives from an historical event.
3. Describe and compare New York State historical events.
4. Recognize the relationship among geography, economics, and history in social studies.
5. Describe historical developments in New York with specific detail including time and place.

**B. Chronological Reasoning and Causation**

1. Explain how events are related chronologically to one another.
3. Identify the relationship between multiple causes and multiple effects using examples from his/her life or from a current event or history.
5. Recognize dynamics of historical continuity and change over periods of time.

- Set up classroom like Ellis Island