

Niagara Falls City School District 4th Grade Social Studies 2022 Curriculum Map

TRIMESTER 1 – UNIT 1 4.1 Geography of New York State (5 Weeks)		Unit Description: 4.1 - New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York.	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> What types of land and water are found in New York? How do New Yorkers use their waterways? How do climate and weather affect the people of New York? What resources are important for New York State? 	<p>4.1a A physical and thematic map can be used to explore New York State's diverse geography.</p> <p>4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.</p>	<ul style="list-style-type: none"> Students will be able to identify and map New York State's major physical features, including mountains, plateaus, rivers, lakes, and large bodies of water, such as the Atlantic Ocean and Long Island Sound. (4.1 a) Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate. (4.1 a) Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community. (4.1 b) Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community, using 	<p>Chapter 1</p> <ul style="list-style-type: none"> Chapter Pre-Test (T4) Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (T4) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T5) <p><u>Suggested Project Based Assessments:</u></p> <p>Create, label and color code a map that depicts bodies of water, and landforms found on a topographical map.</p> <p>Present a research report that shows state and local facts, geographic features and land use locally or based on local cities in WNY.</p> <ul style="list-style-type: none"> Brochure PowerPoint <p><i>Seal(s) of Civic Readiness pillars addressed: Civic Knowledge</i></p>

		directionality, and latitude and longitude coordinates. (4.1.b) ➤ Students will use maps of a variety of scales including a map of the United States and the world to identify and locate the country and states that border New York State. (4.1 b)												
Resources: Throughout each chapter there will be inquiry-based activities to complete in the Student Inquiry Journal. Student Inquiry Journal BrainPOP, Jr. videos: Continents & Oceans, Landforms, Reading Maps Nearpod Lessons: 5 Themes of Geography, Continents: Grades 3-5, Getting to Know New York, Interpreting Maps: 3-5, Mapping the US: Parts 1 and 2, Oceans: 3-5, Regions of the US, US Regions: 3-5 Readworks Integration of Module 1 New York State Facts http://www.infoplease.com/ipa/A0108252.html Physical Geography of New York http://www.nygeo.org/ny_geo.html Google Earth http://www.google.com/earth/index.html New York Geography online fieldtrip http://www.resources4homeschoolers.com/New_York_Geography.html		<table><tr><th colspan="2">NEW YORK STATE AND LOCAL HISTORY AND GOVERNMENT</th></tr><tr><th colspan="2">Geography of New York State</th></tr><tr><td>4.1 New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.</td><td>Chapter 1 (IEM, IEM TG): America's Natural Wonders; Chapter 1, Lesson 1 (TE, IJ): Land and Resources; Chapter 2, Investigate (TE, RC); Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast; Chapter 2, Lesson 5 (TE, RC): A Global Leader</td></tr><tr><td>4.1a Physical and thematic maps can be used to explore New York State's diverse geography.</td><td>Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast; Chapter 2, Lesson 5 (TE, RC): A Global Leader</td></tr><tr><td>4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.</td><td>Chapter 1, Lesson 3 (IO): Investigate: Government in New York; Chapter 2, Investigate (TE, RC)</td></tr></table> <table><tr><td>Key: IJ: Inquiry Journal; RC: Research Companion; TE: Teacher Edition; IO: IMPACT Online; IEM: IMPACT Explorer Magazine; IEM TG: IMPACT Explorer Magazine Teaching Guide</td></tr></table>		NEW YORK STATE AND LOCAL HISTORY AND GOVERNMENT		Geography of New York State		4.1 New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.	Chapter 1 (IEM, IEM TG): America's Natural Wonders; Chapter 1, Lesson 1 (TE, IJ): Land and Resources; Chapter 2, Investigate (TE, RC); Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast; Chapter 2, Lesson 5 (TE, RC): A Global Leader	4.1a Physical and thematic maps can be used to explore New York State's diverse geography.	Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast; Chapter 2, Lesson 5 (TE, RC): A Global Leader	4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.	Chapter 1, Lesson 3 (IO): Investigate: Government in New York; Chapter 2, Investigate (TE, RC)	Key: IJ: Inquiry Journal; RC: Research Companion; TE: Teacher Edition; IO: IMPACT Online; IEM: IMPACT Explorer Magazine; IEM TG: IMPACT Explorer Magazine Teaching Guide
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TRIMESTER 1 – UNIT 2 4.2 Native American Groups and the Environment (5 Weeks)		Unit Description: 4.2 - Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> How did the first people arrive in New York State? How did people live in the Eastern Woodlands? Why did the Iroquois form the Iroquois League? 	<p>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.</p> <p>4.2b Native American groups developed specific patterns of organization and governance to manage their societies.</p> <p>4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs and values.</p>	<ul style="list-style-type: none"> Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations. (4.2 a) Students will investigate how Native Americans such as the Haudenosaunee (Iroquois) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants. (4.2 a) Students will compare and contrast the patterns of organization and governance of Native American groups such as the Haudenosaunee (Iroquois) and Monsees, including matrilineal clan structure, decision-making processes, and record keeping, with a focus on local Native American groups. (4.2 b) 	<p><u>Chapter 2</u></p> <ul style="list-style-type: none"> Chapter Pre-Test (T104) Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (T104) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T105) <p><u>Suggested Project Based Assessments:</u></p> <p>Research a Native American Group of the Iroquois League and create a story stick that depicts their daily lives, roles of family members, shelters, customs, traditions, etc...</p> <p>Create a model of Native American culture to include a Longhouse and the surrounding landscapes.</p> <p>Students can design a wampum belt that tells a story.</p>

		<ul style="list-style-type: none">➤ Students will examine Native American traditions; work specialization and the roles of men, women and children in their society; transportation systems; and technology. (4.2 c)➤ Students will examine contributions of Native Americans that are evident today. (4.2 c)	<p>Students will research the Haudenosaunee and create a PowerPoint of the Iroquois contributions to our culture.</p> <p>Seal(s) of Civic Readiness pillars addressed: Civic Knowledge Civic Mindset Civic Skills and Actions</p>										
<p>Resources: Throughout each chapter there will be inquiry-based activities to complete in the Student Inquiry Journal.</p> <p>Student Inquiry Journal</p> <p>BrainPOP, Jr. videos: Iroquois</p> <p>Nearpod Lessons: Indigenous Peoples’ Day: Reshaping History, Native Americans, Native Americans (Time to Climb), Native Americans: Homes, Native Americans: Map, North America Before 1492</p> <p>Readworks Integration of Module 1</p>		<table><tr><th colspan="2">Native American Groups and the Environment</th></tr><tr><td>4.2 Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.</td><td>Chapter 1, Lesson 2 (IO): Investigate: First People of New York Chapter 2 (IEM, IEM TG): Traditional Transportation; Chapter 2, Lesson 1 (TE, IJ, RC): The Northeast Long Ago; Chapter 2, Lesson 2 (TE, RC): Beginnings of a Country Chapter 2 (IEM, IEM TG): Traditional Transportation</td></tr><tr><td>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.</td><td>Chapter 2 (IEM, IEM TG): Traditional Transportation; Chapter 2, Lesson 1 (TE, IJ, RC): The Northeast Long Ago; Chapter 6, Lesson 4 (IO): Coast to Coast</td></tr><tr><td>4.2b Native American groups developed specific patterns of organization and governance to manage their societies.</td><td>Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2 Lesson 2 (TE, RC): Beginnings of a Country</td></tr><tr><td>4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.</td><td>Chapter 2, Lesson 1 (RC): The Northeast Long Ago</td></tr></table> <p>Key: IJ: Inquiry Journal; RC: Research Companion; TE: Teacher Edition; IO: IMPACT Online; IEM: IMPACT Explorer Magazine; IEM TG: IMPACT Explorer Magazine Teaching Guide</p>		Native American Groups and the Environment		4.2 Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.	Chapter 1, Lesson 2 (IO): Investigate: First People of New York Chapter 2 (IEM, IEM TG): Traditional Transportation; Chapter 2, Lesson 1 (TE, IJ, RC): The Northeast Long Ago; Chapter 2, Lesson 2 (TE, RC): Beginnings of a Country Chapter 2 (IEM, IEM TG): Traditional Transportation	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.	Chapter 2 (IEM, IEM TG): Traditional Transportation; Chapter 2, Lesson 1 (TE, IJ, RC): The Northeast Long Ago; Chapter 6, Lesson 4 (IO): Coast to Coast	4.2b Native American groups developed specific patterns of organization and governance to manage their societies.	Chapter 2, Lesson 1 (TE, RC): The Northeast Long Ago; Chapter 2 Lesson 2 (TE, RC): Beginnings of a Country	4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.	Chapter 2, Lesson 1 (RC): The Northeast Long Ago
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<p>TRIMESTER 1/2 – UNIT 3</p> <p>4.3 Colonial and Revolutionary Period In New York</p> <p>(Trimester 1 - 4 Weeks) (Trimester 2 – 2 Weeks)</p>	<p>Unit Description:</p> <p>4.3 - European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<p>Colonial Period</p> <ul style="list-style-type: none"> How did trade and agriculture help build a strong economy in colonial New York? How was New York organized as a British colony? How did people live in colonial New York? <p>The American Revolution</p> <ul style="list-style-type: none"> Why did American colonists declare independence from Great Britain? How did the American 	<p>4.3a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.</p> <p>4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.</p> <p>4.3c In the mid-1700s, England and France competed against</p>	<ul style="list-style-type: none"> Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers. (4.3 a) Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources. (4.3 a) Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions. (4.3 a) Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony. (4.3 b) 	<p>Chapter 3</p> <ul style="list-style-type: none"> Chapter Pre-Test (T204) Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (T204) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T205) <p><u>Suggested Project Based Assessments:</u></p> <p>Create a brochure which focuses on one region of the 13 colonies: Northern, Middle or Southern Colonies and research the following:</p> <ul style="list-style-type: none"> Label colonies in region Weather / climate Crops Natural resources Trade

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<p>Revolution affect New York State?</p> <ul style="list-style-type: none"> How were American soldiers able to defeat the British army? 	<p>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. Several major battles were fought in New York.</p> <p>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.</p>	<ul style="list-style-type: none"> ➤ Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British. (4.3 b) ➤ Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important. (4.3 b) ➤ Students will examine the alliances between Native Americans and the English and between Native Americans and the French. (4.3 b) ➤ Students will examine issues of political and economic rights that led to the American Revolution. (4.3 c) ➤ Students will examine New York's geographic location relative to the other colonies, locate centers of Loyalist support, and examine the extent of the British occupation. (4.3 c) ➤ Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause. ➤ Students will explore why African Americans volunteered to fight with the British during the war. (4.3 c) ➤ Students will investigate the strategically important battles of Long Island and 	<ul style="list-style-type: none"> Daily Life Family roles / responsibilities Homes Schooling <p>Create a timeline of events leading up to the Revolutionary War.</p> <p>Students can research the names of the most influential people that are represented by landmarks in Western New York and create a PowerPoint to showcase their discoveries.</p> <p>Research an important figure that had an impact on the Revolutionary War. Include biographical information, their contributions to the war effort, important quotes, facts about them, etc.</p> <p>Create a "Help Wanted" Ad for a colonial tradesperson to include job description, education, pay, etc...</p> <p>Students create a persuasive writing piece and debate with their peers' which side (British or Colonists) they feel was on the "right" side of the conflict and why.</p> <p><i>Seal(s) of Civic Readiness pillars addressed:</i> <i>Civic Knowledge</i> <i>Civic Mindset</i></p>
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		Saratoga and why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change. (4.3 d)	Civic Skills and Actions
<p>Resources: Throughout each chapter there will be inquiry-based activities to complete in the Student Inquiry Journal.</p> <p>Student Inquiry Journal</p> <p>BrainPOP, Jr. videos: Christopher Columbus, George Washington, Thirteen Colonies</p> <p>Nearpod Lessons: 13 American Colonies, Colonial America, Colonial America (Time to Climb), Colonial America (Topic Spark), Early US Colonies, Exploring the US Declaration of Independence, The Founding Fathers, Independence Day, Jamestown Settlement, The Lost Colony of Roanoke, Patriot Heroes, Timeline: The American Revolution, The US Colonies: 3-5</p> <p>Integration of Module 2A</p> <p>SharePoint Resources:</p> <p>School Library/Millmark Education leveled readers and lessons</p> <p>School Library/Picturing America, artwork and lessons</p>		Colonial and Revolutionary Period in New York	
		4.3 European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.	Chapter 2 (IEM, IEM TG): Traditional Transportation; Chapter 2, Lesson 2 (TE, RC): Beginnings of a Country
		4.3a Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions.	Chapter 1, Lesson 1 (IO): Investigate: First People of New York
		4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.	Chapter 1 (IO): Investigate: Everyone Has a Story: The People of New York
		4.3c In the mid-1700s, 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. Several major battles were fought in New York.	Chapter 2, Lesson 2 (TE, RC): Beginnings of a Country
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.	Chapter 2 (IEM, IEM TG): Traditional Transportation; Chapter 2, Lesson 2 (TE, IJ, RC): Beginnings of a Country		
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<p>TRIMESTER 2 – UNIT 4</p> <p>4.4 Government</p> <p>(6 Weeks)</p>	<p>Unit Description:</p> <p>4.4 - There are different levels of government within the United States and New York State. The 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.</p>		
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> How did the United States form new state governments and a national government? <p>Government in New York</p> <ul style="list-style-type: none"> What does a local government do? What does the New York State government do? What does the national government do? 	<p>4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.</p> <p>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.</p> <p>4.4c Government in New York State is organized into counties, cities, towns and villages.</p> <p>4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State</p>	<ul style="list-style-type: none"> Students will examine the basic structure of the federal government, including the president, Congress and the courts. (4.4 a) Students will explore ways that the federal, state and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government. (4.4 a) Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used. (4.4 b) Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator and the local assemblyperson should be identified. (4.4 b) 	<p><u>Chapter 4</u></p> <ul style="list-style-type: none"> Chapter Pre-Test (T304) Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (T304) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T305) <p><u>Suggested Project Based Assessments:</u></p> <p>Students can examine the basic structure of the three levels of state and federal government. Then create a flow chart or semantic map on chart paper identifying each level with a visual description, their roles / responsibilities of each level and their function.</p> <ul style="list-style-type: none"> Note: Students should include state and local officials that hold each position.

	<p>Constitution and by state laws.</p> <p>4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local community's function. Some responsibilities are stated in laws.</p>	<ul style="list-style-type: none"> ➤ Students will investigate the steps necessary for a bill to become a law in New York State. (4.4 b) ➤ Students will identify the county in which they live, noting where their city, town or village is within that county. (4.4 c) ➤ Students will examine the structure of their local government and its relationship to state government. Students will be able to identify the elected leaders of their community. (4.4 c) ➤ Students will examine the rights and freedoms guaranteed to citizens. (4.4 d) ➤ Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something-say something, anti-bullying). (4.4 e) ➤ Students will discuss active citizenship and adults' responsibility to vote, to understand important issues and to serve on a jury. (4.4 e) 	<p>Preparing a list of rules to support a classroom; Classroom Constitution.</p> <p>Students focus on the “<u>Bill of Rights</u>” Choose 1 amendment to chart and create a visual representation to depict its meaning.</p> <p>Focus on school or community issues and prepare an action plan to address possible solutions to community leaders.</p> <p>Students can write to local/state leaders regarding an issue of importance they would like to see sustainable change.</p> <p>Students can prepare a debate regarding a current issue (real or imagined) impacting citizens of NYS (e.g, pros/cons of banning plastic bags, mandated recycling, etc.).</p> <p><i>Seal(s) of Civic Readiness pillars addressed:</i> <i>Civic Experiences</i> <i>Civic Knowledge</i> <i>Civic Mindset</i> <i>Civic Skills and Actions</i></p>
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Resources: Throughout each chapter there will be inquiry-based activities to complete in the Student Inquiry Journal.

Student Inquiry Journal

BrainPOP, Jr. videos: Abraham Lincoln, Branches of Government, Harriet Tubman, Local & State Government, Rights & Responsibilities, Susan B. Anthony.

Nearpod Lessons: Amendments, The Branches of Government, The Executive Branch, History of the American Flag, The Judicial Branch, The Legislative Branch, Local Government (Skill Builder), Local Government Departments, Local, State & National Government: 3-5, Powers of the Three Branches of Government, The President of the United States, US Government Organization, US Government Responsibilities

Readworks

Integration of Module 4

New York Geography online fieldtrip

http://www.resources4homeschoolers.com/New_York_Geography.html

Government

4.4 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.

Chapter 1, Lesson 3 (TE, IJ, RC): Civics and Citizenship

4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.

Chapter 1, Lesson 2 (TE, RC): Growth of a Country; Chapter 1, Lesson 3 (TE, IJ, RC): Civics and Citizenship

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.

Chapter 1, Lesson 3 (IO): Investigate: Government in New York

4.4c Government in New York State is organized into counties, cities, towns, and villages.

Chapter 1, Lesson 3 (IO): Investigate: Government in New York

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.

Chapter 1, Lesson 3 (IO): Investigate: Government in New York

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.

Chapter 1, Lesson 3 (IO): Investigate: Government in New York

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TRIMESTER 2/3 – UNIT 5 4.5 In Search for Freedom and a Call for Change (Trimester 2 - 5 weeks) Trimester 3 – 1 week)		Unit Description: 4.5 - 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	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
The Civil War <ul style="list-style-type: none"> How did slavery affect New Yorkers in the 1800s? How did New Yorkers help win 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	<ul style="list-style-type: none"> Students will examine life as a slave in New York State. (4.5 a) Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Llyod Garrison and Harriet Tubman. (4.5 a) Students will examine the rights denied to women during the 1800s. (4.5 b) Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls. (4.5 b) Students will explore how New York State supported the Union during the Civil War; providing soldiers, equipment and food. (4.5 c) 	Chapter 5 <ul style="list-style-type: none"> Chapter Pre-Test (T406) Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (T406) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T407) Suggested Project Based Assessments: Research an important figure that had an impact on the Revolutionary War. Include biographical information, their contributions to the war effort, important quotes, facts about them, etc. Students can research the names of the most influential people who fought for change in New York State. This could include topics such as the Intolerable Acts, Stamp Act, Quartering Acts, The Sugar Act, the phrase “No Taxation

	important role in this war.	<p>➤ Students will research a local community's contribution to the Civil War effort, using resources such as was memorials, a local library, reenactments, historical associations and museum artifacts. (4.5 c)</p>	<p>without Representation", Women's Rights, Civil Rights, the right to vote, Slavery, own land etc...</p> <p>Focus on school or community issues and prepare an action plan to address possible solutions to community leaders.</p> <p>Students can write to local/state leaders regarding an issue of importance they would like to see sustainable change.</p> <p>Students can prepare a debate regarding a current issue (real or imagined) impacting citizens of NYS (e.g, pros/cons of banning plastic bags, mandated recycling, etc.).</p> <p><i>Seal(s) of Civic Readiness pillars addressed:</i> <i>Civic Experiences</i> <i>Civic Knowledge</i> <i>Civic Mindset</i> <i>Civic Skills and Actions</i></p>
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Resources: Throughout each chapter there will be inquiry-based activities to complete in the Student Inquiry Journal.

Student Inquiry Journal

BrainPOP, Jr. videos: Abraham Lincoln, Branches of Government, Harriet Tubman, Local & State Government, Rights & Responsibilities, Susan B. Anthony.

Nearpod Lessons: Activism, Amendments, Frederick Douglass, Harriet Tubman, Harriet Tubman and Courage, International Women's Day, Susan B. Anthony & Perseverance

Readworks

Timeline of Rochester's history

<http://www.cityofrochester.gov/175/>

The town of Rochester

http://www.townofrochester.net/Pages/RochesterNY_Historian/full_history

In Search of Freedom and a call for Change

4.5 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.

Chapter 1, Lesson 2 (TE, RC): Growth of a Country; **Chapter 1, Lesson 5 (TE, RC):** *E Pluribus Unum*; **Chapter 2, Lesson 4 (TE, RC):** The Draw of the Northeast; **Chapter 2, Lesson 5 (TE):** A Global Leader; **Chapter 3, Lesson 3 (TE, IJ, RC):** Conflicts in the Southeast; **Chapter 5, Lesson 4 (IO):** Investigate: Teddy Roosevelt and the Monument Controversy

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

Chapter 1, Lesson 2 (TE, RC): Growth of a Country; **Chapter 1, Lesson 5 (TE, RC):** *E Pluribus Unum*; **Chapter 2, Lesson 4 (TE, RC):** The Draw of the Northeast; **Chapter 2, Lesson 5 (TE):** A Global Leader; **Chapter 3, Lesson 3 (TE):** Conflicts in the Southeast; **Chapter 3, Lesson 3 (IO):** Investigate: The Abolition Movement in New York

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.

Chapter 2, Lesson 4 (TE, IJ, RC): The Draw of the Northeast; **Chapter 3, Lesson 3 (IO):** Investigate: Elizabeth Jennings Graham

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 this war.

Chapter 1, Lesson 2 (TE, RC): Growth of a Country; **Chapter 3, Lesson 3 (TE, RC):** Conflicts in the Southeast; **Chapter 3, Lesson 3 (IO)** New York and the Civil War

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online; **IEM:** IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

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<p>TRIMESTER 3 – UNIT 6</p> <p>4.6: Westward Movement and Industrialization</p> <p>(5 Weeks)</p>	<p>Unit Description:</p> <p>4.6 - 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.</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<p>Westward Expansion</p> <ul style="list-style-type: none"> What was life like for settlers in western New York? How did new ways of travel change life in New York? What were the effects of industry and settlement on New York State? <p>Industrial Revolution</p> <ul style="list-style-type: none"> Why did New York become a business center after the Civil War? What was life like for immigrants in New York? How did the growth of industries and cities change New York? 	<p>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.</p> <p>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.</p> <p>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 communities, the State, and the world.</p>	<ul style="list-style-type: none"> ➤ Students will examine why people began to move west in New York State. (4.6 a) ➤ Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes. (4.6 a) ➤ Students will examine the physical features of New York State and determine where it might be easiest to build a canal and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal. (4.6 b) ➤ Students will examine how the development of the canal affected the Haudenosaunee nations. (4.6 b) 	<p><u>Chapter 6</u></p> <ul style="list-style-type: none"> Chapter Pre-Test (T508) Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (T508) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T509) <p><u>Suggested Project Based Assessments:</u></p> <p>Students will write a letter to a family member about their experience traveling on the Erie Canal (e.g., where have they traveled, what did they see, how a canal itself works, etc.).</p> <p><u>Seal(s) of Civic Readiness pillars addressed:</u> <u>Civic Knowledge</u></p>

<ul style="list-style-type: none"> What kinds of jobs did New Yorkers do around 1900? 	<p>4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.</p> <p>4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.</p> <p>4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.</p> <p>4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.</p>	<ul style="list-style-type: none"> ➤ Students will locate and name at least five towns and four cities along the canal, and identify major products shipped using the canal. (4.6 b) ➤ Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities. (4.6 c) ➤ Students will trace developments in transportation and communication technology from the 1800s to the present, noting the effects that these changes had on their communities, the State, and the world. (4.6 c) ➤ Students will examine New York State's key agricultural products during the 1800s and compare these to the key agricultural products of today. (4.6 d) ➤ Students will explore which resources were extracted in New York State over time, the location of those resources, and the economic activities associated with those resources. (4.6 d) ➤ Students will examine the importance of New York City in 	<p>Civic Mindset</p> <p>Civic Skills and Actions</p>
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		<p>the development of banking and finance in New York State and the United States. (4.6 d)</p> <p>➤ Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others, as locally appropriate. (4.6 e)</p> <p>➤ Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today. (4.6 f)</p> <p>➤ Students will examine how the economic activities in their local community have changed over the last 50 years. (4.6 g)</p>	
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		<p>➤ Students will investigate major economic activities in regions of New York State and create a map showing the major economic activities in Long Island, New York City, Lower Hudson Valley, Mid-Hudson Valley, Capital District, Adirondacks/North Country, Mohawk Valley/Central New York, Mid-West/Finger Lakes, Catskills, Southern Tier, and Western New York. (4.6 g)</p>											
<p>Resources: Throughout each chapter there will be inquiry-based activities to complete in the Student Inquiry Journal.</p> <p>Student Inquiry Journal</p> <p>BrainPOP, Jr. videos:</p> <p>Nearpod Lessons: The Oregon Trail, Sacagawea, Westward Expansion: 3-5, Westward Expansion: Timeline, Transportation</p> <p>Readworks</p> <p>Integration of Module 4</p>		<table><tr><th colspan="2">Westward Movement and Industrialization</th></tr><tr><td>4.6 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.</td><td>Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution; Chapter 2, Lesson 5 (TE, RC): A Global Leader; Chapter 4, Lesson 2 (IO): Investigate: New Yorkers in the Midwest</td></tr><tr><td>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.</td><td>Chapter 4, Lesson 2 (IO): Investigate: New Yorkers in the Midwest</td></tr><tr><td>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.</td><td>Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution</td></tr><tr><td>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 communities, the State, and the world.</td><td>Chapter 2 (IEM, IEM TG): Then and Now: Building Better Bridges; Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution</td></tr></table> <p>Key: IJ: Inquiry Journal; RC: Research Companion; TE: Teacher Edition; IO: IMPACT Online; IEM: IMPACT Explorer Magazine; IEM TG: IMPACT Explorer Magazine Teaching Guide</p>		Westward Movement and Industrialization		4.6 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.	Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution; Chapter 2, Lesson 5 (TE, RC): A Global Leader; Chapter 4, Lesson 2 (IO): Investigate: New Yorkers in the Midwest	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.	Chapter 4, Lesson 2 (IO): Investigate: New Yorkers in the Midwest	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.	Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution	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 communities, the State, and the world.	Chapter 2 (IEM, IEM TG): Then and Now: Building Better Bridges; Chapter 2, Lesson 3 (TE, IJ, RC): The Industrial Revolution
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TRIMESTER 3 – UNIT 7
Unit Description:

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4.7 Immigration and Migration from the Early 1800s to the Present (5 Weeks)	4.7 - Many people have immigrated and migrated to New York State contributing to its cultural growth and development.
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<p>Immigration</p> <ul style="list-style-type: none"> How did New Yorkers face challenges of the 20th century? <p>Migration</p> <ul style="list-style-type: none"> Who are the people of New York today? 	<p>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 through Ellis Island.</p> <p>4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories</p>	<ul style="list-style-type: none"> Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine. (4.7 a) Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced. (4.7 a) Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions. (4.7 a) Students will investigate the requirements for becoming a United States citizen. (4.7 a) 	<p>Chapter 6</p> <ul style="list-style-type: none"> Chapter Pre-Test (T508) Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (T508) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T509) <p><u>Suggested Project Based Assessments:</u></p> <p>Students will write a journal entry of what it would be like to have traveled to the U.S. from an immigrant's perspective. Students will depict their experience, as they arrived on Ellis Island and note what they saw, heard, and felt like once they arrived in this great nation. Students will note their aspirations, and what their future goals are for themselves and family members. Students may include some of the following details?</p> <ul style="list-style-type: none"> What country did you come from? Where will you stay once you have arrived? What type of job will you seek in the U.S.? What problems will you face once you get here? How might life be different from where you came from? What cultural experiences would you share with others you will meet?

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		<ul style="list-style-type: none">➤ Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations (4.7 a)➤ Students will investigate the reasons that African Americans moved into northern cities. (4.7 b)➤ Students will investigate artists, writers, and musicians associated with the Harlem Renaissance (4.7 b)	Seal(s) of Civic Readiness pillars addressed: Civic Knowledge Civic Mindset Civic Skills and Actions								
Resources: Throughout each chapter there will be inquiry-based activities to complete in the Student Inquiry Journal. Student Inquiry Journal BrainPOP, Jr. videos: Ellis Island, Statue of Liberty Nearpod Lessons: Culture, Immigration & Tenement Housing, U.S. Immigration 1880-1920 Readworks		<table><tr><th colspan="2">Immigration and Migration from the Early 1800s to the Present</th></tr><tr><td>4.7 Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</td><td>Chapter 1, Lesson 1 (TE, RC): Land and Resources; Chapter 1, Lesson 5 (TE, IJ): <i>E Pluribus Unum</i>; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast; Chapter 4, Lesson 3 (TE, IJ): Building Cities</td></tr><tr><td>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 through Ellis Island.</td><td>Chapter 1, Lesson 5 (TE, IJ): <i>E Pluribus Unum</i>; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast</td></tr><tr><td>4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.</td><td>Chapter 4, Lesson 3 (IO): Investigate: The Great Migration; Chapter 4, Lesson 3 (TE, IJ, RC): Building Cities</td></tr></table>		Immigration and Migration from the Early 1800s to the Present		4.7 Many people have immigrated and migrated to New York State contributing to its cultural growth and development.	Chapter 1, Lesson 1 (TE, RC): Land and Resources; Chapter 1, Lesson 5 (TE, IJ): <i>E Pluribus Unum</i> ; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast; Chapter 4, Lesson 3 (TE, IJ): Building Cities	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 through Ellis Island.	Chapter 1, Lesson 5 (TE, IJ): <i>E Pluribus Unum</i> ; Chapter 2, Lesson 4 (TE, RC): The Draw of the Northeast	4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.	Chapter 4, Lesson 3 (IO): Investigate: The Great Migration; Chapter 4, Lesson 3 (TE, IJ, RC): Building Cities
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immigration effects on New York State New York State Immigration Immigration photos Lewis Hine Photo's	Key: IJ: Inquiry Journal; RC: Research Companion; TE: Teacher Edition; IO: IMPACT Online; IEM: IMPACT Explorer Magazine; IEM TG: IMPACT Explorer Magazine Teaching Guide
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