

Curriculum Mapping-4th Grade Social Studies

Grade 4 Content Social Studies Teacher Frink

| | Time period (month? Weeks? Quarter?) | Focus Standard | Assessment | Essential Question | Resources | Differentiation |
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| <p>Unit 1 Geography GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard: 3; Theme: GEO)</p> | 4 weeks | <p>4.1a Physical and thematic maps 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> | <p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Map labeling</p> | Where is New York? | <p>Varied passages</p> <p>Social Studies Books</p> <p>Videos</p> <p>Googles Maps</p> <p>Videos</p> | <p>Videos/ images</p> <p>Different level text</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p> <p>Varied projects</p> |
| <p>Unit 2 4.2 NATIVE AMERICAN* GROUPS AND THE ENVIRONMENT: 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. (Standards: 1, 3, 5; Themes: ID,</p> | 8 weeks | <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>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Projects</p> | <p>Who were the Iroquois?</p> <p>Who were the Algonquins?</p> <p>How did the natives survive?</p> | <p>Online Resources</p> <p>Varied passages</p> <p>Books</p> <p>Social Studies Books</p> <p>Videos</p> | <p>Videos/ images</p> <p>Different level text</p> <p>Hands on-active learning</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p> |

Curriculum Mapping-4th Grade Social Studies

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| MOV, GEO, GOV) | | 4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values. | | | Read Alouds | |
| <p>Unit 3 4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: 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> | 8 weeks | <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 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</p> | <p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Assessment</p> <p>Research</p> | <p>What is a colony?</p> <p>Where were the colonies?</p> <p>What is a trade?</p> <p>What is interdependent and interdependence?</p> | <p>Online Resources</p> <p>Varied passages</p> <p>Books</p> <p>Social studies book</p> <p>Videos</p> | <p>Videos/ images</p> <p>Different level text</p> <p>Hands on-active learning</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p> |

Curriculum Mapping-4th Grade Social Studies

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| | | the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location | | | | |
| <p>Unit 4</p> <p>4.4 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)</p> | 8 weeks | <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 Constitution, and by state laws.</p> <p>4.4e Citizens of the State of New York</p> | <p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Research</p> <p>End of unit assessment</p> <p>Research</p> | <p>What is a government?</p> <p>How was the government created?</p> <p>What were the principles of the government?</p> <p>What important documents helped create the government?</p> | <p>Online Resources</p> <p>Varied passages</p> <p>Books</p> <p>Videos</p> <p>Social Studies book</p> <p>Read Alouds</p> | <p>Videos/ images</p> <p>Different level text</p> <p>Hands on-active learning</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p> |

Curriculum Mapping-4th Grade Social Studies

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| | | have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws. | | | | |
| Unit 5 4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV) | 4 weeks | <p>4.5a There were slaves in New York State. People worked to fight against slavery and for change.</p> <p>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.</p> <p>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.</p> | <p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Research</p> <p>End of unit assessment</p> | <p>What is a patriot?</p> <p>What is a Loyalists?</p> <p>What is the timeline of the American Revolution?</p> | <p>Online Resources</p> <p>Varied passages</p> <p>Books</p> <p>Videos</p> <p>Social Studies book</p> <p>Read Alouds</p> | <p>Videos/ images</p> <p>Different level text</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p> |
| Unit 6 4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking | 8 weeks | <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</p> | <p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> | <p>How did western</p> | <p>Online Resources</p> <p>Varied passages</p> <p>Books</p> | <p>Videos/ images</p> <p>Different level text</p> <p>Heterogeneous groupings</p> <p>Accommodation</p> |

Curriculum Mapping-4th Grade Social Studies

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| <p>for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)</p> | | <p>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> <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</p> | <p>Research</p> <p>End of unit assessment</p> | | <p>Videos</p> <p>Social Studies book</p> | <p>s per IEP's</p> <p>Varied projects</p> |
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Curriculum Mapping-4th Grade Social Studies

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| | | <p>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> | | | | |
| <p>Unit 7 4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)</p> | 4 weeks | <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> | <p>Group work</p> <p>Exit tickets</p> <p>Focus questions</p> <p>Written work</p> <p>Research</p> <p>End of unit assessment</p> | <p>What is immigration?</p> <p>Who was impacted by immigration?</p> <p>Why did people choose to be an immigrant?</p> | <p>Online Resources</p> <p>Varied passages</p> <p>Books</p> <p>Social Studies Books</p> <p>Videos</p> | <p>Videos/ images</p> <p>Different level text</p> <p>Hands on-active learning</p> <p>Heterogeneous groupings</p> <p>Accommodations per IEP's</p> |