

4th Grade Social Studies Curriculum Map

| Standards | Content | Skills/Practices | Materials/ Resources | Assessments (All) Daily/Weekly/ Benchmarks | Timeline (Months/Weeks /Days) |
|---------------------|---|--|--|---|----------------------------------|
| 4.1 4.1a 4.1b | Identify physical features of maps | Geographic Reasoning | -activities -teachers created activities | End of chapter quizzes, tests. Map tests | September 3 weeks |
| 4.1, 4.2 | -Identify which physical features make NYS Geography diverse -Explain and locate where the early Native Americans settled and how NYS physical features affected their settlements | -Chronological Reasoning -Comparison and Contextualization -Geographic Reasoning | -New York State Inquiry (Geography) -photos | End of chapter quizzes, tests | October 2 weeks |
| 4.1 4.6b | Erie Canal -examine features of NYS -location of Erie Canal -form and compare hypothesis of NYS and purpose of Erie Canal | -Gathering, interpreting, and using evidence -Comparison and Contextualization -Geographic Reasoning | Teacher created powerpoints, handouts, photos, note taking BrainPop, videos | End of unit test | October 2 weeks |

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| <p>4.7a 4.7b</p> | <p>Immigration -trace arrival of immigrants from Europe to NYS -immigration process to Ellis Island -identify challenges immigrants faced -Identify factory conditions immigrants faced -tenements -requirements to become a US citizen -Students investigate reasons African Americans moved into Northern Cities</p> | <p>-Gathering, interpreting, and Using Evidence - Chronological Reasoning -Civic Reasoning</p> | <p><u>NYS Inquiry #7</u> <u>NYS Immigration</u></p> <p>-Teacher created powerpoints, handouts, photos, note taking BrainPop, videos</p> | <p>-End of Unit tests, quizzes, notes -various short answer responses</p> | <p>October/ November 2 weeks</p> |
| <p>4.2a 4.2.c 4.3a</p> | <p>Native American Groups and Environment -examine locations of Algonquin and Iroquois Groups -relations to geographic features</p> | <p>-Gathering, Interpreting, and Using Evidence -Geographic Reasoning -Economics and Economic Systems</p> | <p>-Teacher created powerpoints, handouts, photos, note taking BrainPop, videos, -Teacher created projects</p> | <p>-discussion, End of Unit quizzes, tests -notes</p> | <p>November 2 weeks</p> |

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| | <ul style="list-style-type: none">-identify Iroquois people adapt and modify their environment for their needs-Investigate hierarchy of NA society and government-compare/contrast NA groups and familial structures-examine customs, beliefs, and values of NYS Native Americans | | | | |
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| <p>4.3a 4.3b 4.3c 4.3d</p> | <p>Colonial and Revolutionary Period in New York -identify Europeans in search of route to Asia -explore relationships between Europeans and Native Americans -Explore Colonial New York and the Dutch and English lasting contributions -Identify the battles leading up to American Revolution -Identify battles fought in NYS -13 Colonies and conflict with England -New York State Role in American Revolution -African American role in Colonization</p> | <p>-Gathering, Interpreting, and using Evidence -Chronological Reasoning and Causation - Geographic Reasoning -Economics and Economic Systems</p> | <p>-Teacher created powerpoints, handouts, photos, notetaking BrainPop, videos, -Teacher created</p> <p><u>NYS Inquiry #2 Manhattan Purchase</u></p> | <p>-discussion, End of Unit quizzes, tests -notes</p> | <p>November, December, January 6-8 weeks (holidays, snow days etc...)</p> |
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| <p>4.5a 4.5b 4.5c</p> | <p>Search of Freedom (slavery, women) -examine life for slaves in NYS -investigate people involved in the Civil war who took action to abolish slavery -identify and investigate important women during this time period</p> | <p>-Chronological Reasoning</p> | <p>-Teacher created powerpoints, handouts, photos, notetaking BrainPop, videos, -Teacher created projects</p> <p>NYS Inquiry #4 Women's Suffrage (Call for Change)</p> | <p>-discussion, End of Unit quizzes, tests -notes</p> | <p>February 2 weeks</p> |
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| <p>4.6a 4.6b 4.6c 4.6e 4.6f 4.6g</p> | <p>Westward Movement and Industrialization -explain Westward expansion in NYS, Improved ways for technology and transportation -identify importance of farming and mining in NYS -entrepreneurs and inventors with their contribution to business and technology -industrialization, manufacturing -manufacturing and change to NYS over the past 50 years</p> | <p>-Gathering, Interpreting, and Using Evidence - Chronological Reason and Causation -Comparison and Contextualization -Geographic Reasoning -Economics and Economic Systems</p> | <p>-teacher created materials -powerpoints -short answers, essays -Brainpops -videos -teacher created activities and projects</p> <p><u>NYS Inquiry #6 Industrialization</u></p> | <p>-End of Unit tests, quizzes projects, and activities</p> | <p>February/March 8 weeks (spring break)</p> |
| <p>4.4a 4.4b 4.4c 4.4d 4.4e</p> | <p>Government (NYS and Federal) -Examine basic structure of government, congress, and the courts -citizen involvement -examine cites,</p> | <p>-Gathering, Interpreting, and using Evidence -Chronological Reasoning and Causation -Economics and Economic Systems</p> | <p>teacher created materials -powerpoints -short answers, essays -Brainpops -videos -teacher created activities and</p> | | <p>April/May/June (state testing)</p> |

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| | counties, towns, and villages -NYS Seal and NYS flag -identify branches of government of NYS -examine rights and freedoms of US constitution and US constitution -learn individual responsibilities of rules and laws -active citizenship of jury duty and right to vote | | projects <u>NYS Inquiry #3 Government and Citizens</u> | | |
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