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New York City Department of Education

REGION 4 LEARNING SUPPORT CENTER

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Long Island City, NY 11101



SOCIAL STUDIES
REGION 4
Standards
Content Understandings
Recommended Calendar



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GRADE 4

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NEW YORK STATE SOCIAL STUDIES ELEMENTARY STANDARDS

Standards, Key Ideas and Student Performance Indicators

STANDARD I: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea:

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Student Performance Indicators:

- know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it
- understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
- explain those values, practices, and traditions that unite all Americans.

Key Idea:

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Student Performance Indicators:

- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- recognize how traditions and practices were passed from one generation to the next
- distinguish between near and distant past and interpret simple timelines.

Key Idea:

Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:

- gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
- classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
- identify individuals who have helped to strengthen democracy in the United States and throughout the world.

Key Idea:

The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Student Performance Indicators:

- consider different interpretations of key events and/or issues in history and understand the differences in these accounts
- explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State
- view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

STANDARD 2 – WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the world history and examine the broad sweep of history from a variety of perspectives.

Key idea:

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Students Performance Indicators:

- Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lives, their motivations, hopes, fears, strengths, and weaknesses
- Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop
- Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

Key idea:

2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Students Performance Indicators:

- Distinguish between past, present, and future time periods
- Develop timelines that display important events and eras from world history
- Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points
- Compare important events and accomplishments from different time periods in world history

Key idea:

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students Performance Indicators:

- Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities
- Gather and present information about important developments from world history
- Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices

Key idea:

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Students Performance Indicators:

- Consider different interpretations of key events and developments in world history and understand the differences in these accounts
- Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world
- View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

STANDARD 3 – GEOGRAPHY

Student will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth’s surface.

Key idea:

1. Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from *The National Geography Standards, 1994: Geography for Life*)

Students Performance Indicators:

- Study about how people live, work, and utilize natural resources
- Draw maps and diagrams that serve as representations places, physical features, and objects
- Locate places within the local community, state and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians (Adapted from National geography Standards, 1994)
- Identify and compare the physical, human and cultural characteristics of different regions and people (Adapted from *National Geography Standards, 1994*)
- Investigate how people depend on and modify the physical environment

Key idea:

2. Geography requires the development and application of the skills of asking and answering geography questions; analyzing theories of geography; and acquiring, organizing geographic information. (Adapted from: *The National Geography Standards, 1994: Geography for Life*)

Students Performance Indicators:

- Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and place (Adapted from *National Geography Standards, 1994*)
- Gather and organize geographic information from a variety of sources and display in a number of ways
- Analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data (Adapted from *National Geography Standards, 1994*)

STANDARD 4 – ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Key idea:

1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Students Performance Indicators:

- Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
- Explain how people’s wants exceed there limited resources and that this condition defines scarcity
- Know what scarcity requires individuals to make choices and that these choices involve costs
- Study about how the availability and distribution of resources is important to a nation’s economic growth
- Understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities?
How shall goods and services be produced?
- Investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal

Key idea:

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students Performance Indicators:

- Locate economic information, using card catalogues, computer databases, indices, and library guides
- Collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources
- Make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary
- Present economic information by developing charts tables diagrams, and simple graphs

STANDARD 5-CIVICS, CITIZENSHIP, AND GOVERNMENT

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the government system of the U.S. and other nations; the basic Civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key idea:

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from the *National Standards for Civics and Government*, 1994)

Students Performance Indicators:

- Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice
- Explain the probable consequences of the absence of government and rules
- Describe the basic purposes of government and the importance of civic life
- Understand that social and political systems are based upon people’s beliefs
- Discuss how and why the world is divided into nations and what kinds of governments other nations have

Key idea:

2. the state and federal governments established by the Constitutions of the United states and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for civics and government, 1994)

Students Performance Indicators:

- Explain how the Constitutions of New York State and the United States and the Bill of rights are the basis for democratic values in the United States
- Understand the basic civil values that are the foundation of American constitutional democracy
- Know what the United States constitution is and why it is important. (Adapted from the National Standards from civics and government, 1994)
- Understand that the United States constitution and the constitution of the State of New York are written plans for organizing the functions of government
- Understand the structure of New York State and local governments, including executive, legislative and judicial branches
- Identify their legislative and executive representatives at the local, state, and national governments. (Adapted from the National Standards for Civics and Government, 1994)

Key idea:

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.

Students Performance Indicators:

- Understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
- Examine what it means to be a good citizen in the classroom, school, home, and community
- Identify and describe the rules and responsibilities students have at home, in the classroom, and at school
- Examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
- Understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service
- Identify basic rights that students have and those that they will acquire as they age

Key idea:

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence formulate rational conclusions, and develop and refine participatory skills.

Students Performance Indicators:

- Show a willingness to consider other points of view before drawing conclusions or making judgments
- Participate in activities that focus on a classroom, school, or community issued or problem
- Suggest alternative solutions or courses of action to hypothetical or historic problems
- Evaluate the consequences for each alternative solution course of action
- Prioritize the solutions based on established criteria
- Propose an action plan to address the issue of how to solve the problem

CONTENT UNDERSTANDINGS

GRADE 4

Grade 4: Local History and Local Government

The grade 4 social studies program builds on the students’ understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connection to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War periods, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

Connect local, New York State, and United States history, focusing on the following themes

- Native American Indians of New York State (**N**)
- European encounter: Three worlds (Europe, Africa, and the Americas) meet in the Americas (**E**)
- Colonial and Revolutionary periods (**R**)
- The new nation (**C**)
- Industrial growth and expansion (**I**)
- Government – local and State (**G**)

Native American Indians of New York State

N1. Native American Indians were the first inhabitants of our local region and State.

N2. The Iroquois (Haudenosaunee-People of the Longhouse) and the Algonquin were the early inhabitants of our State.

N3. Meeting basic needs-food, clothing, and shelter

N4. Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors

N5. Important accomplishments and contributions of Native American Indians who lived in our community and State.

Three worlds (Europe, the Americas, Africa) meet in the Americas

E1. Major explorers of New York State

E2. Impacts of exploration – social/cultural, economic, political, and geographic

CONTENT UNDERSTANDINGS GRADE 4 Page 2

E3. The slave trade and slavery in the colonies

E4. Groups of people who migrated to our local region and into our State

E5. Ways the people depended on and modified their physical environments

Colonial and Revolutionary periods

R1. Dutch, English, and French influences in New York State

R2. Lifestyles in the colonies – comparisons during different time periods

R3. Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious

R4. Ways that colonists depended on and modified their physical environments

R5. Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and state Colonial governments

R6. Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?

R7. Ways of making a living in our local region and state

R8. Causes for revolution: social, political, and economic

R9. Important accomplishments of individuals and groups living in our community and Region

The Revolutionary War in New York State

R10. Location of New York State

R11. The significance of New York State’s location and its relationship to the locations of other people and places

R12. Geographic features that influenced the War

R13. Native American Indians in New York State influenced the War.

R14. The war strategy: Saratoga and other local battles

R15. Loyalists and patriots in New York State

R16. Leaders of the Revolution

R17. Effects of the Revolutionary War

The New nation

C1. Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America

C2. The importance of the Bill of Rights

C3. Individuals and groups who helped to strengthen democracy in the United States

C4. The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

C5. Those values, practices, and traditions that unite all Americans

Industrial growth and expansion

I1. Transportation, inventions, communication, and technology (e.g., 1800s-Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s-automobiles, subways, air travel, seaways, telephones, radios and Televisions, computer)

I2. Immigration and migration(e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State)

CONTENT UNDERSTANDINGS GRADE 4 Page 3

I3. The important contributions of immigrants to New York State

I4. Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors

Urbanization: economic, political, and social impacts

I5. Rural to urban to suburban migration

I6. Economic interdependence (e.g., resource use; from farm to market)

I7. Ways of learning and public education in our community and state

I8. The labor movement and child labor

Government

G1. Basic democratic values (Taken from: National standards for Civics and Government)

G2. The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

G3. The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United State Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

Purposes of government

G4. The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good. (Take from: National Standards for Civics and government)

Local and State governments

G5. An introduction to the probable consequences of the absence of government

G6. The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches

G7. The meaning of key terms and concepts related to government, including democracy, power, and citizenship

G8. The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the function of government and safeguarding individual liberties.

G9. Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office

G10. People elect and/or appoint leaders who make, enforce, and interpret laws.

G11. Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community

G12. Citizenship includes an awareness of the holidays, celebrations and symbols of our nation, including the flag of the United States of America, its proper display, and use.

G13. Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.

G14. Citizens can participate in political decision making and problem solving at the local, state, and national levels.

REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR
GRADE 4

MR. REYES IRIZARRY
REGIONAL SUPERINTENDENT

CHARLES AMUNDSEN
DEPUTY SUPERINTENDENT

JOHN-PAUL BIANCHI
REGIONAL INSTRUCTIONAL SPECIALIST

SEPTEMBER

GEOGRAPHY OF NEW YORK CITY

Locate New York State and New York City on the following maps; World, North America, United States R10
Discuss land features, waterways and climate. of New York State and City. R11

THE EARLY AMERICANS

Who were the first inhabitants of New York State? N1
Identify Iroquois settlements on a map of N.Y.S. N2
Why did the Algonquin settle on present day New York City? (geography, climate and Natural Resources) N4
What was the Iroquois Confederation? N2
Identify Algonquin settlements on a map of N.Y.C. N1,
How did the Iroquois and Algonquians meet their basic needs and wants? N3
Discuss the Algonquin settlements; include how they lived, customs, family roles, government and recreation. N3
Describe how Algonquin's mastery of their environment enabled them to survive. N4
How have the Native Americans contributed to New York State? (names of places, original roadways, foods) N5
Where are Native Americans today? Discuss the Shinnecock Tribe on Long Island. N5

HOLIDAYS: Labor Day

OCTOBER

EARLY EXPLORERS

Give reasons why European people settled in the New World. and New York State. E4
Identify some early explorers (e.g. Columbus, Gomez, Champlain, Cartier) .E1
Where did people settle in New York State and why? E4
How did exploration impact on the Native Americans,, European settlers. E2
Who explored the land and waters around New York City? (Hudson, Verrazano) E1

COLONIAL SETTLEMENTS

On a map locate the original thirteen colonies, New York City and the parts of the City where the Dutch settled. R1,4
Discuss some of the social and economic activities in which Dutch colonists engaged. R2,
Describe daily life in the Dutch colony? R3
What was the Economic life in the Dutch Colony? (Patroon system and trade) R4

HOLIDAYS: Columbus Day, Halloween

NOVEMBER

COLONIAL SETTLEMENTS

Discuss the reasons for the English takeover of New Amsterdam. R1
Compare British rule of New York with that of the Dutch. R5
How did Colonists earn a living and meet their needs? R6
Describe the social, economic and political conditions of African-Americans and women in the colony of New York. E3
How did the colonists have to modify the physical environment to meet their needs. R4
Discuss the Peter Zenger decision and its impact on the development of freedom of the press...R9

HOLIDAYS: Election , Veterans and Thanksgiving Days

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DECEMBER

THE AMERICAN REVOLUTION

Explain the causes of the American Revolution. R8
How did the French and Indian War contribute to the American Revolution. R8
Discuss New York's role in the American Revolution.R11,12
Discuss major battles and heroes of the Revolution. R14
How did the role of Native American in the War impact on their society? R13
Present the loyalists and patriot roles in the war R15
Discuss the major leaders of the Revolution. R16
What were the effects of the war?R17
Explain the major ideas of the Declaration of Independence and discuss its significance. G3

HOLIDAYS: Christmas, Chanukah, Kwanzaa

JANUARY

A NEW NATION

Discuss the reasons for the rule of law in a democratic society. G4,5
What are the fundamental democratic values accepted by all Americans? G1, 2
Discuss how the Constitution established the basic organization of government in the United States.G6-8
What is the Bill of Right and why is it important? C2
Explain the basic rights and responsibilities of citizens in the United States. G11
What are the responsibilities of a fourth grader as an American citizen in school and in the community? C3
Identify several prominent New Yorkers who made important contributions to the new United States government. G14

POST-REVOLUTION PERIOD IN NEW YORK

Discuss the factors that made New York the economic center of the country after the Revolution. I4
Discuss the reasons for changes in transportation in the United States in the first half of the 19th Century (e.g. road systems, canals, steamboat, etc.). I1
Explain how the opening of the Erie Canal affected the economic growth of New York. I1
How did the Erie Canal affect the growth of cities and towns in New York State? I5

HOLIDAYS: New Year's Day ,Kwanzaa, Three Kings and Martin Luther King Jr. Days

FEBRUARY

Discuss the cultural contributions of prominent New Yorkers prior to the Civil War (e.g. Washington Irving) C4
Discuss importance of the Seneca convention and the women who laid the foundations for the women's movement? C3-4

CIVIL WAR PERIOD

Discuss how slavery and sectionalism were major causes of the Civil War. G14
Discuss the operation of the Underground Railroad in New York State. C3
Discuss the causes and results of the Civil War G2
What was the role of Abraham Lincoln in the War? G 10

HOLIDAYS: Valentine's Day, Lincoln's and Washington's Birthday (President's Day) Ramadan

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MARCH

IMMIGRATION

Discuss how economic and political events in Europe that contributed (e.g. potato famine, overcrowded cities) to the immigration to the United States.I2
Discuss how various 19th Century immigrant groups adjusted to life in New York City.I3
Describe the every day experiences of immigrants in New York CityI2
Describe how Americans benefited from the contributions of immigrant groups and individuals. I3

INDUSTRIALIZATION

Describe the impact of the Industrial Revolution on New York in the last decades of the 19th century (e.g. bridges, trolleys, electricity, subways, elevators, etc.). I4

HOLIDAYS: St. Patrick’s Day

APRIL

INDUSTRIALIZATION Con’t

Industrialization resulted in many technological advances (E.g. automobile, telephone washing machine, etc.). I4
Discuss the problems created by industrialization (e.g. child labor, slums, working hours and conditions) and solutions such as labor unions. I8
Discuss contributions of African-American leaders who fought for the rights of minorities (e.g. Washington and DuBois) G14

HOLIDAYS: Easter Passover, Arbor Day

MAY

GOVERNMENT AND RESPONSIBILITIES

Why do we need government? (E.g. protection of individual rights, national defense, promote the common good, prevent disorder, etc.)G4,5
What are common beliefs of people who live in the United States? (Basic democratic values) G1,2
What are the foundations of the United States democratic form of government? (e.g. Declaration of Independence, Constitution, Bill of Rights) G3,8
Introduce the three levels of government. (Federal, state and local)G6
What are the branches of the Federal Government?
What are the duties and responsibilities of people in each branch of federal government? G9

HOLIDAYS: Mother's Day Memorial Day

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JUNE

GOVERNMENT AND RESPONSIBILITIES

- How is New York State governed? G10
- How do the mirror the federal government (branches) G9
- Who are our State leaders and what is the responsibility of state officials? G6
- How is New York city governed?G9
- How do local elected officials help their community and people? G 10
- What are the responsibilities of citizens? G11
- How can fourth grades be good citizens? G14
- What community activities should a good citizen participate in? G 13
- Why do we celebrate national holidays? G 12

HOLIDAYS: Father's Day, Flag Day, and Fourth of July.