

UPK

Month	NYS Standards (Power Standards Highlighted)	Lessons	Resources	Assessments
Sept/Oct	<p><u>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</u></p> <p><u>PK.SOC.1. Indicators:</u></p> <p><u>a. Identifies self by using characteristics such as eye color, hair color, age</u></p> <p><u>b. Describes how each person is unique and important</u></p> <p><u>c. Identifies as a member of a group</u></p>	<p>All About Me Activities - Pocket Full of Preschool</p> <p>Getting to Know our Classmates -- Creative Curriculum "Beginning the Year" Focus Question 1: What names do we need to know at school? "How do we make and keep friends? How can we be part of a group?"</p> <p>Ongoing throughout school year: Special Person of the Week</p>	<p>https://pocketofpreschool.com/all-about-me/</p> <p>Creative Curriculum Teaching Guide: "Beginning the Year" Focus Question 1: What names do we need to know at school? p.18</p> <p>"How do we make and keep friends? How can we be part of a group?" p. 64</p>	
	<p><u>PK.SOC.4. Begins to learn basic civic and democratic principles</u></p> <p><u>PK.SOC.4. Indicators:</u></p> <p><u>a. Expresses that rules are for everyone</u></p> <p><u>b. Identifies rules that protect themselves and others</u></p> <p><u>c. Describes possible consequences when rules are not followed</u></p> <p><u>d. Participates in making group rules and/or rules for daily routines and transitions</u></p> <p><u>e. Follows rules and may remind others of the rules</u></p> <p><u>f. Demonstrates preferences and choices by participating when the class votes to make simple decisions</u></p>	<p>Classroom Rules, PBIS</p>		
	<p><u>PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures</u></p> <p><u>PK.SOC.2. Indicators:</u></p> <p><u>a. Talks about and/or shows items related to cultural traditions . [E.g. Describes some of the dances, foods, and special events related to culture</u></p> <p><u>b. Describes own community and/or cultural group</u></p>	<p>Holiday Family Traditions</p>	<p>https://teachingmama.org/preschool-family-theme-activities/</p>	

Month	NYS Standards (Power Standards Highlighted)	Lessons	Resources	Assessments
Nov/Dec	<p><u>PK.SOC.4. Begins to learn basic civic and democratic principles</u></p> <p><u>PK.SOC.4. Indicators:</u></p> <p><u>a. Expresses that rules are for everyone</u></p> <p><u>b. Identifies rules that protect themselves and others</u></p> <p><u>c. Describes possible consequences when rules are not followed</u></p> <p><u>d. Participates in making group rules and/or rules for daily routines and transitions</u></p> <p><u>e. Follows rules and may remind others of the rules</u></p> <p><u>f. Demonstrates preferences and choices by participating when the class votes to make simple decisions</u></p>	Classroom Rules, PBIS		
	<p><u>PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities</u></p> <p><u>PK.SOC.3. Indicators:</u></p> <p><u>a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs</u></p> <p><u>b. Recognizes that people depend on community helpers to provide goods and services</u></p> <p><u>c. Identifies the tools and equipment that correspond to various roles and jobs</u></p> <p><u>d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community</u></p>	<p>Community Places</p> <p>Community Helpers</p> <p>Post Office Field Trip</p> <p>Community Helpers Pretend Play Centers "All Around Town"</p> <p>Community Helpers Dress-Up Centers</p>	<p>https://pocketofpreschool.com/community-helpers-activities-centers-preschool-kindergarten/</p>	
Jan/Feb	<p><u>PK.SOC.7. Develops a basic understanding of economic concepts within a community</u></p> <p><u>PK.SOC.7. Indicators:</u></p> <p><u>a. Recognizes that goods and services may be purchased using different forms of payment. (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs)</u></p>	<p>Community Places</p> <p>Community Helpers</p> <p>Post Office Field Trip/Buying Stamps</p> <p>Community Helpers Pretend Play Centers "All Around Town"</p> <p>Community Helpers Dress-Up Centers/Cash Register</p>		

Month	NYS Standards (Power Standards Highlighted)	Lessons	Resources	Assessments
	<p><u>PK.SOC.4. Begins to learn basic civic and democratic principles</u> <u>PK.SOC.4. Indicators:</u> <u>a. Expresses that rules are for everyone</u> <u>b. Identifies rules that protect themselves and others</u> <u>c. Describes possible consequences when rules are not followed</u> <u>d. Participates in making group rules and/or rules for daily routines and transitions</u> <u>e. Follows rules and may remind others of the rules</u> <u>f. Demonstrates preferences and choices by participating when the class votes to make simple decisions</u></p>	Classroom Rules, PBIS		
	<p><u>PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions</u> <u>PK.SOC.5. Indicators:</u> <u>a. Identifies features of own home and familiar places</u> <u>b. Names the street, neighborhood, city and/or town where they live</u> <u>c. Uses words that indicate direction, position and relative distance</u> <u>d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials</u></p>	<p>Creative Curriculum: Buildings Unit Investigation 1: What do the buildings in our neighborhood look like? Investigation 2: Who builds buildings? What tools do they use? Investigation 3: What are buildings made of? What makes them strong? Investigation 4: What is special about our building? Investigation 5: What happens inside buildings?</p>	<p>Creative Curriculum: Buildings Unit Focus Question 1: p. 26 Focus Question 2: p. 38 Focus Question 3: p. 50 Focus Question 4: p. 62 Focus Question 5: p. 70</p>	
Mar/Apr	<p><u>PK.SOC.4. Begins to learn basic civic and democratic principles</u> <u>PK.SOC.4. Indicators:</u> <u>a. Expresses that rules are for everyone</u> <u>b. Identifies rules that protect themselves and others</u> <u>c. Describes possible consequences when rules are not followed</u> <u>d. Participates in making group rules and/or rules for daily routines and transitions</u> <u>e. Follows rules and may remind others of the rules</u> <u>f. Demonstrates preferences and choices by participating when the class votes to make simple decisions.</u></p>	Classroom Rules, PBIS		

Month	NYS Standards (Power Standards Highlighted)	Lessons	Resources	Assessments
May/June	<p><u>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities</u> <u>PK.SOC.6. Indicators:</u> <u>a. Identifies routines and common occurrences in own life</u> <u>b. Identifies changes over time in themselves, their families, and in the wider community</u> <u>c. Retells important events in sequential order</u> <u>d. Demonstrates interest in current events that relate to family, culture, and community</u> <u>e. Uses words and phrases that differentiate between events that happen in the past, present and future.</u> <u>e.g., uses phrases like "when I was a baby" or "before I moved to my new house"</u></p>	<p>Ongoing: Timeline of the Day Picture Slide</p> <p>Preparing for Graduation: Timeline Project (See resources)</p>	<p>https://theclassroomcreative.com/2014/05/free-printable-timeline-template-and-activity-inspired-by-montessori/</p>	
	<p><u>PK.SOC.4. Indicators:</u> <u>a. Expresses that rules are for everyone</u> <u>b. Identifies rules that protect themselves and others</u> <u>c. Describes possible consequences when rules are not followed</u> <u>d. Participates in making group rules and/or rules for daily routines and transitions</u> <u>e. Follows rules and may remind others of the rules</u> <u>f. Demonstrates preferences and choices by participating when the class votes to make simple decisions.</u></p>	<p>Class Rules, PBIS</p>		

Kindergarten

Month	NYS Standards	Number of Lessons Per Standard	Resources	Assessments	Pick a Project
September- October	<p>Why Do I have to be responsible? K.4: Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. (K.4a) Children have basic universal rights or protections as members of a family, school, community, nation, and the world. (K.4b) Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p> <p>Are all rules good rules? K.5: Rules affect children and adults, and people make and change rules for many reasons. (K.5a) Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment. (K.5b) People in authority make rules and laws that provide for the health and safety of all. (K.5c) Children and adults have opportunities to contribute to the development of rules and/or laws.</p>	<p>Why Do I have to be responsible? 1. What does responsibility look like? 2. What are my responsibilities at home and at school? 3. What would happen if I weren't responsible?</p> <p>Are all rules good rules? 1. Who makes the rules? 2. What does it mean to follow the rules? 3. Can the rules ever change?</p>	<p>NYS Social Studies Resource Toolkit: Why do I have to be responsible inquiry & Are all rules good rules inquiry BrainPopJr, website video describing united symbols and holidays, US symbols, 2015</p>	<p>Why Do I have to be responsible? 1. Draw a picture of themselves acting responsibly and describe the picture to a partner. 2. Construct a class T-chart showing home based and school-based responsibilities. 3. Create a two-panel comic describing what would happen in school or at home if we did not carry out our responsibilities. 4. ARGUMENT Why do I have to be responsible? Construct an argument supported by evidence that addresses how you can be a better member of your family and class by being responsible.</p> <p>Are all rules good rules? 1. Create and label a wheel-spoke chart identifying the roles of rule makers and authority figures. 2. Illustrate and label a two-sided picture showing a rule being followed on one side and a rule not being followed on the opposite side. 3. Complete a three-column chart showing the situation before a related law was changed, after the law was changed, and why the law was changed. 4. ARGUMENT Are all rules good rules? Construct an argument supported with evidence that addresses the compelling question. EXTENSION Create a digital recording of the oral argument.</p>	<p>Why Do I have to be responsible? ACT Demonstrate responsibility by selecting a class community-service project to undertake.</p> <p>Are all rules good rules? UNDERSTAND Review the class and school rules. ASSESS Determine whether the classroom or school needs additional or revised rules. ACT Create and/or revise rules for the classroom or school and educate others about how to follow the new rules.</p>
November- December	<p>What Makes Holidays Special? K.2: Children, families, and communities exhibit similarities and differences. (K.2b) Unique family activities and traditions are important parts of an individual's culture and sense of self. K.3: Symbols and traditions help develop a shared culture and identity within the United States. (K.3b) The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture. K.8: The past, present and future describe points in time and help us examine and understand events. (K.8a) Specific words and phrases related to chronology and time should be used when recounting events and experiences.</p>	<p>What Makes Holidays Special? 1. What are holidays and traditions? 2. How are holidays celebrated with traditions? 3. What symbols make us think of certain holidays?</p>	<p>NYS Social Studies Resource Toolkit Kindergarten Holidays and Traditions Inquiry: What Makes Holidays Special? (Revised) BrainPopJr, website video describing United States symbols and holidays, US symbols, 2015</p>	<p>What makes holidays special? Student arguments likely will vary, but could include any of the following: - Holidays are special because people celebrate them by doing something different than what they do on a regular day. - Holidays are special because we can show that they are different from regular days by putting special symbols on our calendar to remind us of traditions that are part of those days. - Holidays are special because people get together with family and friends to celebrate. - Holidays are special because people have certain traditions that only happen on those days.</p> <p>What makes holidays special? (worksheet)</p>	<p>ASSESS Decide on a tradition that students would like to begin as a class.</p> <p>ACT Establish this new tradition with a representative symbol and invite other kindergarten classes to join in the celebration.</p>
November- December	<p>K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.</p>	<p>Why can't we ever get everything we need and want? 1. What do we want? What do we need? 2. How do goods and services meet our needs and wants? 3. What happens when there isn't enough for everyone?</p>	<p>NYS Social Studies Resource Toolkit: Kindergarten Identity Inquiry</p>	<p>1. Sort and categorize items as needs or wants. 2. Identify a need or a want and determine how it could be satisfied through goods and services. 3. Participate in a discussion of options people have when faced with scarcity. 4. In small groups, construct arguments, supported with evidence, that address the question of whether or not we can ever get everything we need and want. OR Create two-sided collages with images of needs (or goods) on one side and wants (or services) on the other.</p>	<p>Act Select and act on a method of fulfilling the need or want for the classroom.</p>

Month	NYS Standards	Number of Lessons Per Standard	Resources	Assessments	Pick a Project
January - February	<p>Is Everyone unique? K.1: Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. Gathering, Interpreting, and Using Evidence Comparison and Contextualization Civic Participation</p>	<p>1. Am I unique? 2. Am I the same as other people? 3. How can I be unique and the same?</p>		<p>ARGUMENT Which is better, a map or a globe? Construct an argument supported with evidence that responds to the compelling question. Students' arguments likely will vary, but could include any of the following: A map is better when you are going someplace because you will need to take it with you. It would be too hard to carry a globe on a trip. A map is better when you need to know the names of the towns and streets because a globe doesn't have the names of towns and streets on it. A globe is better when you want to see what the world looks like from space because a map is flat and doesn't look real. A globe is better when you want to see the North Pole and the South Pole in the correct places, because a flat map can't show them the way they really look from space. Maps and globes are both good, because each one is better sometimes and not other times. Maps and globes are both good, because it's important to know what the whole world looks like, and it's important to know how to get places.</p>	<p>ACT Create a video to share with parents about similarities and differences in the class.</p>
April-May	<p>Which is better a map or a globe? K.6: Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions. (K.6a) A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions. (K.6b) Places and regions can be located on a map or globe, using geographic vocabulary. (K.6c) Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary. K.7 People and communities are affected by and adapt to their physical environment. K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.</p>	<p>1. Staging the question - What is a map? - What is a globe? - What is the difference between a map and a globe? - How would you decide to use a map or a globe? 2. Seasons: - What is Fall? How does it impact the way people live in Grand Island? - What is Winter? How does it impact the way people live in Grand Island? - What is Spring? How does it impact the way people live in Grand Island? - What is Summer? How does it impact the way people live in Grand Island?</p>	<p>NYS Social Studies Resource Toolkit: Kindergarten Identity Inquiry Explorer Video (youtube) Maps are Flat, Globes are Round (book) Looking at Maps and Globes (book) Maps and Globes (book) Globes and Maps interactive notebook BrainPopJr</p>	<p>ARGUMENT Which is better, a map or a globe? Construct an argument supported with evidence that responds to the compelling question.</p>	<p>Create a map of the classroom to be used by families or visitors for an open house event.</p>

First Grade

Month	NYS Standards	Learning Objectives	Resources/Assessments	Vocabulary	Units of Instruction
September/October/ November	<p>1.3 A citizen is a member of a community or group. Students are citizens of their local and global community.</p> <p>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.</p>	<p>Students will be able to identify and display appropriate behaviors (i.e. the Viking Values) within our classroom/school community. Students will learn how to become an active member of the classroom community.</p>		<p>rule, consequence, expectation, vote</p>	PBIS Fall Training (1.3b)
					Classroom Rules Creation & Instruction Fire Hall Field Trip
					Voting, Election Process, Jobs of Government
November/December/ January	<p>1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.</p>	<p>Students will be able to identify and share a belief, custom, or tradition of their personal family. Students will be able to compare and contrast traditions, beliefs and customs of various global communities.</p>		<p>custom, tradition</p>	Holidays Around the World
	<p>1.7 Families have a past and change over time. There are different types of documents that relate family histories.</p>	<p>Students will be able to discuss and investigate how families change over time.</p>			Holidays Around the World
		<p>Students will be able to compare and contrast what life is like today with what life was like long ago.</p>			
	<p>1.8 Historical sources reveal information about how life in the past differs from the present.</p>	<p>Students will be able to understand temporal vocabulary and can use terms appropriately.</p>		<p>long ago, yesterday, tomorrow</p>	Thanksgiving
	<p>1.9 People have many economic wants and needs, but limited resources with which to obtain them.</p>	<p>Students will be able to distinguish what types of items are things we need and things we want. Students will be able to learn what kinds of choices people can make with their money.</p>		<p>need, want</p>	Needs and Wants
	<p>1.10 People make economic choices as producers and consumers of goods and services.</p>	<p>Students will identify how people earn money. Students will identify an example of goods and services as well as producers and consumers.</p>		<p>good, service, producer, consumer</p>	Needs and Wants
February/March/April	<p>1.3c A citizen is a member of a community or group. Students are citizens of their local and global community.</p>	<p>Students will discuss ways that they can protect and respect our world and its people.</p>		<p>pollution</p>	Earth Day/Global Citizenship
	<p>1.5 The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary.</p>	<p>Students will use cardinal directions to describe the locations of objects in our classroom, the community and the world. Students will be able to create and read maps using symbols, legends and cardinal directions.</p>		<p>north, west, south and east, cardinal directions, map legends</p>	Maps

Month	NYS Standards	Learning Objectives	Resources/Assessments	Vocabulary	Units of Instruction
<p>1. Physical Geography</p>	<p>1.6 People and communities depend on and modify their physical environments in order to meet basic needs.</p>	<p>Students will identify natural resources required to meet basic needs. Students will identify how the physical environment of their community has been modified to meet needs and wants. Students will identify positive and negative effects that human interaction can have on the physical environment.</p>			<p>Earth Day/Global Citizenship Maps</p> <p>*Can also discuss natural resources during needs and wants unit</p>
<p>May/June</p>	<p>1.2 There are significant individuals, historical events, and symbols that are important to American culture identity.</p>	<p>Students will be able to identify American symbols, recite the Pledge of Allegiance and sing patriotic songs.</p>	<p>Cross-curricular unit with music instruction as well</p>	<p>patriotic</p>	<p>American Symbols/Patriotic Show</p>
<p>Throughout the Year</p>	<p>1.1b & c Language, beliefs, customs, and traditions help shape the identity and culture of a family and community. 1.2a There are significant individuals, historical events, and symbols that are important to American culture identity.</p>	<p>Students will explain when and why we celebrate national holidays such as Labor Day, Constitution Day, Columbus Day/Indigenous Peoples Day, Thanksgiving, Martin Luther King Jr. Day, Black History Month, Presidents' Day, Law Day, Juneteenth and Independence Day.</p>			<p>Federal Holidays</p>

Second Grade

Month	NYS Standards	Lessons	Suggested Resources	Additional Resources	Suggested Assessments	Vocabulary
Civic Ideals and Practices						
2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.						
September	2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.	Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.	Why People Have Laws? Read Aloud: What If Everybody Did That? Additional Resources for Inquiry # 3	September 11th is Patriot's Day. Can be used to preview community workers, specifically first responders.	Inquiry 3 Assessment	Citizen, rules, laws, values, leader, community, voting, democracy, fair, equal
	2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.	Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority	Brainpop Jr. Video, Local and State Government ***Create classroom rules as a class community. Brainstorming activities available in Additional Resources folder	Possible Patriot's Day Activities		
	2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.	Students will learn about the process of voting and what opportunities adults in the community have for participation.	Read Aloud, <i>Grace for President</i> by Kelly DiPucchio & Read Aloud, <i>Duck for President</i> by, Doreen Cronin **Classroom voting activity** For example, vote for favorite book, favorite color, fruit etc...	Grace and Duck resources		
		Students will participate in voting within the classroom and in school, as appropriate				
2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.						
October	2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.	Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.	Brainpop Jr. Video, Rights and Responsibilities		Inquiry 3 Assessment	
	2.4b Communities have leaders who are responsible for making laws and enforcing laws.	Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.	Research and discuss community leaders and explore how laws are made and enforced in our community. Community Leaders	Pebble Go: Being A Good Citizen Town of Grand Island Website (With list of current local government leaders)		
	2.4c Citizens provide service to their community in a variety of ways.	Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers). Students will identify how adults can provide service to the school and the community at large.	Examine the class community as well as the school community. Look at ways to provide service in the classroom, the school and then possibly a community service project as a class or grade level.	I Am A Community Helper		
How Would Our Lives Be Different If We Lived A Different Kind Of Community						
2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.						
	2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes..	Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.	Communities Packet	Inquiry 1 Lessons and resources	Assessment suggestions provided in the communities packet and inquiry #1 resources	urban, rural, suburban, population
	2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart	By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term "population density"				

November	2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.	and how it applies to different communities	The community packet above as well as the Inquiry resources will provide a variety of activities that will explore the characteristics of urban, suburban and rural communities		Inquiry 1 Assessment	
	2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.	Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community.				

Economic Interdependence

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

December	2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.	Students will investigate what resources are available in their community and what resources are obtained from neighboring communities Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets)	Brainpop Jr. Goods and Services			needs, wants, goods, services	
	2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources	Students will explore economic decision making and the use of money.	Pebble Go: All About Money.				
	2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities	Students will examine how consumers react to changes in the prices of goods	Brainpop Jr. Wants and Needs	Additional Printable Resources.			
	2.8d Taxes are collected to provide communities with goods and services.	Students will explore the purpose of taxes and how they are collected in their communities.					

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

January	2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill	Students will distinguish between goods and services and identify goods produced in their community	Pebble Go: All About Money.	Additional Printable Resources		
	2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.	Students will identify different types of jobs performed in their community. Students will explain the services provided by community workers	Pebble Go: Jobs in My Community			Students can present after researching a specific community helper.
	2.9c At times, neighboring communities share resources and workers to support multiple communities	Students will explore how communities share resources and services with other communities	Community Helpers Graphic Organizers			Inquiry 6 Assessment

Grade 2 Community History

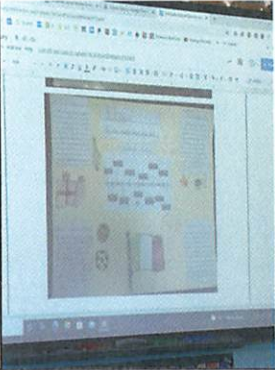
Inquiry Supporting Questions:

2.6 Identifying continuities and changes over time can help us understand historical developments.						
	2.6b Continuities and changes over time in communities can be examined by	Students will examine different historical materials to look at the changes over time in			Example resources for assessment.	

February	<p>communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p>	<p>materials to look at the changes in our communities.</p>	<p>Read Aloud: The Window by Jeannie Baker and/or The Little House by Virginia Lee Burton</p>		<p>Various end of unit activities can be completed such as: communities research project, then and now interview, artifacts poster,</p>	<p>past, present, change, pollution</p>	
		<p>Students will explore present circumstances and examine them from the short-and-long term effects of the past.</p>	<p>Links to water pollution videos and resources.</p>		<p>Pic Collage to name three causes and effects from water pollution</p>		
<p>2.7 Cause-and-effect relationships help us recount events and understand historical development.</p>							
March	<p>2.7a Cause-and-effect relationships help us understand the changes in communities.</p>	<p>Students will identify the difference between cause and effect.</p>	<p>TPT Community History Lapbook- Google Drive Inquiry #5 folder</p>		<p>Inquiry 5 Assessment</p>		
		<p>Students will examine how events of the past have changed our lives of the present.</p>	<p>Cause and Effect Google Slides Activity</p>				
		<p>Students will learn to recognize how continuity and change over time helps us understand historical developments in our present communities.</p>	<p>I Have, Who Has Activity (Cause and Effect Practice)</p>				
<p>Grade 2 Geography, Humans, and the Environment</p>							
<p style="text-align: center;">Inquiry Supporting Questions:</p>							
<p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p>							
April / May	<p>2.5b The location of physical features and natural resources often affects where people settle and may often affect how those people sustain themselves.</p>	<p>Students will look at a variety of materials, such as photographs and maps, to see how different communities affect where people live and settle.</p>	<p>Compare/Contrast New York City, Then and Now Map with Venn Diagram</p>	<p>Last year, as a grade level we worked thoroughly on this inquiry and created some wonderful resources. We will provide you more resources along with the Unit Plan that was developed for the entire unit.</p>		<p>geography, environment, adapt, physical features, natural resources</p>	
		<p>Students will make observations of photographs from the past and photographs from now to see changes over time in communities, and recognize those differences, and how they affect the settlement of people.</p>	<p>How Do We Shape Our Environment Google Teaching Slides</p>	<p>Unit Plan - We will provide needed resources for entire inquiry.</p>			
		<p>Student will be able to identify different types of communities, such as Urban, Suburban, and Rural, and identify their characteristics.</p>	<p>BrainPop Jr. Rural, Urban, and Suburban</p>				
April / May	<p>2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.</p>	<p>Students will be able to explain how humans modify their environment, both positively and negatively, and how it affects their community areas.</p>	<p>How Do we Shape Our Environment Lapbook- In Google Drive Inquiry #4 folder</p>		<p>The completion of the lapbook could be one form of assessment from this inquiry. You could also assess with the BrainPop Jr. assessment.</p>		
		<p>Students will explain how we use our land in different ways and how it shapes our community.</p>	<p>Same as above</p>	<p>Inquiry #4 Google Forms Assessment</p>			
<p>Grade 2 Symbols</p>							
<p style="text-align: center;">Inquiry Supporting Question</p>							
<p>2.3 The United States is founded on the principles of democracy and these principles are reflected in all types of communities.</p>							
June	<p>2.3d Symbols of American democracy serve to unite community members.</p>	<p>Students will discuss why people use symbols.</p>	<p>BrainPop Jr. US Symbols Introduction Video</p>	<p>We also worked thoroughly through this Inquiry last year with our student teachers. Here's a short unit plan.</p>	<p>Lesson #1 JamBoard to complete with class</p>	<p>Symbol, democracy, unite, community</p>	
		<p>Students will think critically about the values that people hold and how those values may be expressed.</p>	<p>PebbleGo Research on Different Symbols: Full Set of Resources here for entire Inquiry</p>				<p>Inquiry 2 Assessment</p>
		<p>Students will identify US symbols and what they represent, or mean to others.</p>					<p>What symbol best represents the United States? Written project</p>

Third Grade

Month	NYS Standards	Lessons	Resources	Assessments
3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.				
3rd Grade Global Geography Inquiry 3.1, 3.2, 3.3				
Inquiry Supporting Questions (Where Are We?): 1) Where are we, as a class community located? 2) Where are we, as people on Earth, on located? 3) Why are we where we are? 4) Where are we the "human footprints" on Earth?				
September	3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.	Students will identify the continents and oceans, by using globes and maps.	WorldBook: Maps , Globes ; PebbleGo: Continents	Checkpoints: - Where Are We? Global Address - Cardinal/Intermediate Directions - Vocabulary
		Students will locate the selected world communities in relation to oceans and continents.	World Atlas	
September/ October	3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.	Students will identify the differences between a globe and a map.	"There's a Map on My Lap"- by Tish Rabe	
		Students will examine a variety of maps for at least two of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).	Bookflix: Types of Maps ; PebbleGo: Maps	
		Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities.	Google Earth	
3.2 The location of world communities can be described using geographic tools and vocabulary.				
September/ October	3.2a World communities can be located on globes and maps.	Students will examine where each selected world community is located.	PebbleGo: My World	Checkpoints
	3.2b World communities can be located in relation to each other and to principle parallels and meridians.	Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.		

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.				
November	3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.	Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.	World Climate	Using Culture Grams Kids, students will choose a country to compare and contrast aspects of daily life for children. Possible example: 
		Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.	Kids InfoBits Article: Human Geography	
November	3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.	Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.	PebbleGo: People and the Environment	
		Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own community		
		Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community.	Bookflix: Helping the Earth	
3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.				
December	3.9a World communities use human and natural resources in different ways.	Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants.	PebbleGo: Needs and Wants	Vocabulary Quiz 1
		Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community.		
December	3.9b People in communities have various ways of meeting their basic needs and earning a living	Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.		Quiz 3
		Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community.		
3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?				

December	3.10a Communities around the world produce goods and provide services.	Students will determine what goods are produced and services are provided in each selected world community.		Vocabulary Quiz 1 Quiz 2 Quiz 3
		Students will examine how the goods are produced within each selected world community.		
		Students will investigate who receives the goods that are produced in each selected world community.		
December	3.10b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.	Students will examine each selected world community in terms of what products and/or services it exports to other communities.		
		Students will examine each selected world community in terms of what products and/or services it imports from other communities.	PebbleGoNext: Imports and Exports	
		Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.	PebbleGo: Supply and Demand	
		Students will examine how technological developments in transportation and communication have influenced trade over time.	PebbleGo: Transportation	

[3rd Grade Cultural Diversity Inquiry](#)

Inquiry Supporting Questions (How Does Our Culture Make Us Similar and Different?):

- 1) What is culture?
- 2) How does history impact cultures around the world today?
- 3) How are the lives of children similar and different in global communities?

3.5 Communities share cultural similarities and differences across the world.

January/February	3.5a The structure and activities of families and schools share similarities and differences across world communities.	Students will compare and contrast the structure and activities of families and schools in each selected community with their own.	CultureGrams	Using Culture Grams Kids, students will choose a country to compare and contrast aspects of daily life for children.
January/February	3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and	Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.	One World, Many Cultures by Sundance Books; PebbleGo: Countries	

January/February	traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.	Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.	PebbleGo: Customs Around the World	
3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.				
January/February	3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.	Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities.	Worldbook: Culture	Using Culture Grams Kids, students will choose a country to compare and contrast aspects of daily life for children.
		Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities.		
3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.				
Throughout the year	3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.	Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.	National and Religious Holidays	Using Culture Grams Kids, students will choose a country to compare and contrast aspects of daily life for children.
		Students will examine symbols of each selected world community.		
Throughout the year	3.4b Arts, music, dance, and literature develop through a community's history.	Students will explore the arts, music, dance, and literature of each selected world community.		
3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.				
3rd Grade Leadership and Government Inquiry				
Inquiry Supporting Questions (Does It Matter How Leaders Are Chosen): 1) Who is in charge of the government? 2) How are leaders of government chosen? 3) What can happen when leaders make decisions that people do not like?				
Feb/March/April	3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.	Students will examine the type of government is found in each selected world community and compare and contrast it with United States government, as well as with the types of governments found in other selected world communities.		Research a country using Culture Grams to find who is in charge of the government and how the leader is chosen.

Feb/March/April	3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.	Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States.	PebbleGo: U.S. Government	
Feb/March/April	3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.	Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States, as well as in selected world communities.		
Feb/March/April	3.7d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.	Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States, as well as in as other selected world communities.		
3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.				
May/June	3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.	Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.	PebbleGo: Civil Rights, https://www.youtube.com/watch?v=IRS1MWvLWn4	Compare and contrast Beatrice's school to students on Grand Island
May/June	3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.	Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.	"I Have the Right to be a Child" by Aurelia Fronty. Video: Rights with Ruby and Jack	
May/June	3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.	Students will investigate steps people can take to support social action and change.	Beatrice's Goat, Malala Yousafzai	

Fourth Grade

Month	NYS Standards	Lessons (Objectives)	Resources	Assessments
General Resources Utilized: Read Works; Scholastic News; Learning A-Z; Culture Grams; World Book Kids, Brain Pop, Schoolhouse Rock (America Rock) Videos				
4.1 GEOGRAPHY OF NEW YORK STATE: New York has a diverse geography. Various maps can be used to represent and examine the geography of New York State.				
Supporting Questions (New York Geography): 1) What physical features make New York State's geography diverse? 2) Where in New York State did early Native Americans settle and how did physical features affect their settlements? 3) How did the early Native Americans in New York State interact with their physical environment to meet their needs?				
September	4.1a Physical and thematic maps can be used to explore New York State's diverse geography.	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. 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.	--New York: Adventures in Time and Place Ch. 1 --http://c3teachers.org/inquiries/newyorkgeo	-- New York State Map Research Project https://drive.google.com/drive/folders/1yyzb3UJnF5C_ahlcSJRI -CFA (11/2/21) NYS Map and Natural Resources https://docs.google.com/document/d/1ZWWEGG74iR9y7jtNTbb7G5EBI2vCD0eLg_MnUAQcw4/edit?usp=sharing
September	4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.	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. 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 directionality, and latitude and longitude coordinates. 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.		
4.2 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.				
Supporting Questions (New York Geography): 1) What physical features make New York State's geography diverse? 2) Where in New York State did early Native Americans settle and how did physical features affect their settlements? 3) How did the early Native Americans in New York State interact with their physical environment to meet their needs?				
October	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.	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. 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.	--New York: Adventures in Time and Place Ch. 3 --http://c3teachers.org/inquiries/newyorkgeo	-CFA https://docs.google.com/document/d/1xiXSNxiWEYSD0nNjyaPVjU2rYr5Kyc6BDSb80lzO0FE/edit --Google Slide Show "How Iroquois Meet Basic Needs". --Native American Newscast --Native Americans and the Environment Research Project https://drive.google.com/drive/folders/1kxTrFtvuXvhZTTBq2-
October	4.2b Native American groups developed specific patterns of organization and governance to manage their societies.	Students will compare and contrast the patterns of organization and governance of Native American groups such as the Haudenosaunee (Iroquois) and Munciees, including matrilineal clan structure, decision-making processes, and record keeping, with a focus on local Native American groups.	-- <i>Children of the Longhouse</i> by Joseph Bruchac (other texts by James and Joseph	

October	4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.	<p>Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.</p> <p>Students will examine contributions of Native Americans that are evident today.</p>	Bruchac)	nNIT09VcKXsJ9T?usp=sharing
<p>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>				
<p>Supporting Questions (Manhattan Purchase): 1) Why were the Dutch interested in the region that became known as New Netherland? 2) How would both the Dutch and the Natives benefit from the sale and purchase of land in Manhattan? How did the early Native Americans in New York State interact with their physical environment to meet their needs?</p>				
November/December	4.3a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.	<p>Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.</p> <p>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.</p>		
November/December	4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.	<p>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.</p> <p>Students will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.</p> <p>Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.</p>	<p>--New York: Adventures in Time and Place Ch. 4 --New York: Adventures in Time and Place Ch. 5 --http://c3teachers.org/inquiries/manhattan-purchase/ --https://docs.google.com/document/d/1kvBWdVx4z8irOqJemWpLhFNPvC-IsIDdo1zzO8D5M6o/edit?usp=sharing</p>	
November/December	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>Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important.</p> <p>Students will examine the alliances between Native Americans and the English and between Native Americans and the French.</p>	<p>--https://docs.google.com/document/d/1kvBWdVx4z8irOqJemWpLhFNPvC-IsIDdo1zzO8D5M6o/edit?usp=sharing --Field Trip: Old Fort Niagara --<i>George Washington's Socks</i> by Elvira Woodruff -- <i>Indian Captive: The Story of Mary Jemison</i> by Lois Lenski</p>	<p>Explorers of NY Research Project https://drive.google.com/drive/folders/1pALvqsVvleLuUXJ9vhiyUQ4Mi1?usp=sharing --Battles of the American Revolution Research Project https://drive.google.com/drive/folders/1d1trq4C-DT14CiJA7QeA7r1EDi6MQTIG?usp=sharing</p>
	4.3d Growing conflicts between England and the 13 colonies over issues of political and	<p>Students will examine issues of political and economic rights that led to the American Revolution.</p> <p>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.</p>	<p>--Actor performance of Mary Jemison: http://www.eriecanalsal.com/programs.html</p>	

November/December	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.	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.	
		Students will investigate the strategically important battles of Long Island and 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.	

4.4 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.

<p>Supporting Questions (Government and Citizens): 1) Where does the government get its power? Why do we need government? How is our government organized? How can citizens influence government?</p> <p>Supporting Questions (Call for Change): Who had voting rights in New York State when the United States was founded? 2) What were the social roles of women in New York before the 20th century? How did women move from the home to the political stage in New York?</p>	2) 3) 4) Inquiry 3)
--	---

January - March	4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.	Students will examine the basic structure of the federal government, including the president, Congress, and the courts.		
		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.		
January - March	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.	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.		
		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.		
		Students will investigate the steps necessary for a bill to become a law in New York State.		
January - March	4.4c Government in New York State is organized into counties, cities, towns, and villages.	Students will identify the county in which they live, noting where their city, town or village is within that county. OR Students will identify the borough of New York City in which they live, and in which county the borough is located. (NOTE: Teachers choose the appropriate content specification based on the school location.)	--New York: Adventures in Time and Place Ch. 6 -- http://c3teachers.org/inquiries/manhattan-purchase/ --Field Trip: Tour of GI -- http://c3teachers.org/inquiries/call-for-change/ ---New York: Adventures in Time and Place Ch. 6 -- http://c3teachers.org/inquiries/manhattan-purchase/	--Government and Citizens Inquiry Research Project https://docs.google.com/document/d/1Cd_eBTaF_MWak25zTvPiZhpXTrwvvgQm/edit?usp=sharing&ouid=118304927589609408261&rtfpof=true&sd=true
		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.		

January - March	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.	Students will examine the rights and freedoms guaranteed to citizens.	http://c3teachers.org/inquiries/call-for-change/ --Field Trip: Tour of GI
January - March	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.	Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something-say something, anti-bullying). Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.	

Supporting Questions (Call for Change):
 Who had voting rights in New York State when the United States was founded?
 2) What were the social roles of women in New York before the 20th century?
 How did women move from the home to the political stage in New York? 3)

January - March	4.5a There were slaves in New York State. People worked to fight against slavery and for change.	Students will examine life as a slave in New York State. Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.	--New York: Adventures in Time and Place Ch. 8 --Freedom Crossing by Margaret Goff Clark --Field Trip: Lewiston, NY http://c3teachers.org/inquiries/call-for-change/	Freedom Crossing novel study --Biography projects
January - March	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.	Students will examine the rights denied to women during the 1800s. 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.		
January - March	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 the war.	Students will explore how New York State supported the Union during the Civil War; providing soldiers, equipment, and food. Students will research a local community's contribution to the Civil War effort, using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.		

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 for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.

Supporting Questions (Industrialization):
 1) What changes were made in manufacturing during the 1800s?
 How did New Yorkers benefit from industrialization? 2)
 What were the challenges New Yorkers faced during industrialization? 3)

4.6a After the Revolution, New Yorkers began to move west	Students will examine why people began to move west in New York State.
---	--

April/May	Yorkers began to move and settle farther west using roads, many of which had begun as Native American trails.	Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes.
April/May	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.	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.
		Students will examine how the development of the canal affected the Haudenosaunee nations.
		Students will locate and name at least five towns and four cities along the canal, and identify major products shipped using the canal.
April/May	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.	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.
		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.
April/May	4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.	Students will examine New York State's key agricultural products during the 1800s and compare these to the key agricultural products of today.
		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.
		Students will examine the importance of New York City in the development of banking and finance in New York State and the United States.
April/May	4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.	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.
	4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.	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.
		Students will examine how the economic activities in their local community have changed over the last 50 years.

--New York: Adventures in Time and Place Ch. 7 & 9
--Field Trip: Lockport Locks
--<http://c3teachers.org/inquiries/industrialization/>
--New York: Adventures in Time and Place Ch. 11
--*Journey to Nowhere* by Mary Jane Auch

ction

--Invention Exploration

April/May	4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.	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, Souther Tier, and Western New York.		
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.				
y Supporting Questions (Immigration):				
1) Why did people move to New York and what were their hopes? 2)				
What was life like for immigrants in New York? 3)				
How did immigrant groups adapt to and shape the culture of New York?				
May/June	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.	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.	--New York: Adventures and Place Ch. 10 -- http://c3teachers.org/inquiries/immigration/ --Orphan of Ellis Island by Elvira Woodruff -- The Harlem Renaissance by ReadWorks https://www.readworks.org/article/The-Harlem-Renaissance/be2ea540-cda8-433f-b445-7388e6836b1b#!articleTab:content/contentSection:3185f099-b417-404c-952d-17d6a55775a0/	--Ethnic Research Project https://drive.google.com/drive/folders/1Mt3rloWYAVsdfPX70061zdelw75rL12?usp=sharing
		Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.		
		Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use of child labor, and the formation of labor unions.		
		Students will investigate the requirements for becoming a United States citizen.		
		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.		
May/June	4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.	Students will investigate the reasons that African Americans moved into northern cities.		
		Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.		

Fifth Grade

Month	NYS Standards (5th grade - page 71)	Objectives/ Lessons	Resources	Additional Resources (Videos)	Assessments
5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment (Standard: 3, Theme GEO)					5 Themes of Geography Quiz
September	5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.	Students will map the regions within the Western Hemisphere and locate major physical features within each region. (North America, Mesoamerica, and South America)	Physical Map - North America and Mesoamerica Physical Map - South America World Map TrueFlix North America TrueFlix South America		
	5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include: North America (Canada, and the United States), Mesoamerica (Mexico and Central America) Caribbean, and South America	Students will create political maps of the Western Hemisphere, noting which countries are in which region. Students will create a political map of the United States showing the location of states.	Political Map - North America and Mesoamerica Political Map - South America Political Map - United States of America		
	5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.	Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity.	Five Themes of Geography Slide Show		
5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards; 1,2,3; Themes ID, MOV, TCC, GEO)					Early People Quiz
October	5.1a Various forms of scientific evidence suggests that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.	Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Bering Land Bridge, using maps and archaeological evidence.	Lesson #1 - What is Archaeology? "The Trash Bag Activity" Activity Page (version 1) Activity Page (version 2) Trash Samples Lesson #2 - The Ice Age and Migration Theories (video links embedded) Reading Link and Comprehension Check	Video: Land Bridge Theory, Ice Age, and Early Americans Video: Most archeologist think the first Americans arrived by boat. Now they are beginning to prove it.	
	5.1b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.		Lesson #3 - Humans and their Environment (video link embedded) Reading and Comprehension Check	Video: A New Way of Life	

Month	NYS Standards (5th grade - page 71)	Objectives/ Lessons	Resources	Additional Resources (Videos)	Assessments
5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment (Standard: 3, Theme GEO)					5 Themes of Geography Quiz
	5.1c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.	Students will examine maps that show the variety of different Native American groups located in the Western Hemisphere, noting that there are many different culture groups in many different types of physical, climate, and vegetative regions. Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.	The Olmec	BrainPOP Mesoamerica	
5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)					Ancient Civilizations DBQ
November/December	5.2a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.	Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map. Students will determine when these societies and civilizations occurred. Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.	The Ancient Maya World Mayan Religion Mayan Writing Mayan Mathematics and Astronomy The Aztecs: An Introduction Aztec: Daily Life Aztec Religion Aztec Calendar The Incas: An Introduction Incan Religion Incan Weaving Incan Arts and Crafts	TPT - Geography Station Activity Comparison Chart TrueFlix Aztec TrueFlix Maya TrueFlix Inca Multiple Video Links located in EdPuzzle. Search Casey Steck-Comeau All are edited for time and content. Aztec Teacher video Resource	Ancient Civilizations Constructed Response
	5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.	Students will compare how Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.	Mayan Arts and Crafts Mayan Agriculture Mayan Trade Aztec: The City of Tenochtitlan Aztec Games Aztec Art Aztec Agriculture Inca Agriculture Inquin - What Makes a Complex	Multiple Video Links located in EdPuzzle. Search Casey Steck-Comeau All are edited for time and content. BrainPOP Aztec Civilization BrainPOP Maya Civilization BrainPOP Inca Civilization	
	5.2c Political states can take different forms, such as city-states and empires. A city-state is comprised of a city within a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.	Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.	Mayan Cities Mayas and the Spanish (The End) Aztec Society Aztec Warfare Aztec: The Arrival of the Spaniards (The End) Cities of the Incas The Incas and the Spanish Conquest	Multiple Video Links located in EdPuzzle. Search Casey Steck-Comeau All are edited for time and content. BrainPOP Conquistadors	

Month	NYS Standards (5th grade - page 71)	Objectives/ Lessons	Resources	Additional Resources (Videos)	Assessments
5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment (Standard: 3, Theme GEO)					5 Themes of Geography Quiz
5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1,2,3,4; Themes MOV, TCC, GEO, ECO, EXCH)					European Exploration Constructed Response
January/February	5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.	<p>Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.</p> <p>Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.</p>	<p>Reading A-Z (leveled readings) "The First Explorers" The Vikings Reading</p> <p>Introduction to Explorers (European)</p> <p>Map Key Areas</p> <p>Inquiry - Did the French Lose out in North America?</p>	<p>Crash Course: The Vikings</p> <p>Explorer Research Resources - I have most of these printed (Casey)</p> <p>Life of a Viking by History.com</p>	
	5.3b Europeans encountered and interacted with Native Americans in a variety of ways.	<p>Students will examine how Native Americans viewed the newcomers.</p> <p>Students will examine European interactions with Native Americans, using these examples: 1. Conquests by Cortez and Pizarro and the resulting demographic change 2. French in Canada and the fur trade.</p>	<p>Effects of Colonization</p> <p>Cortez and Pizarro are addressed in standard 5.2a</p> <p>French in Canada and the fur trade</p>	<p>TpT - DBO Impact of European Exploration on the Americas</p>	
	5.3c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people.	<p>Students will map the movements of people, plants, animals, and disease between Europe, the Americas, and Africa.</p> <p>Students will examine the effect of diseases introduced to the Western Hemisphere.</p>	<p>Triangular Trade</p> <p>Columbian Exchange and the Start of Slavery</p>	<p>BrainPOP Columbian Exchange</p> <p>Triangular Trade</p>	
	5.3d Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.	<p>Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand.</p> <p>Students will examine the conditions experienced by enslaved Africans during the Middle Passage.</p>	<p>The Middle Passage</p> <p>Slavery in America: The Middle Passage and the African Influence</p> <p>Inquiry - How did Sugar feed Slavery?</p>	<p>BrainPOP slavery</p>	
5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1,2; Themes: ID, MOV, SOC)					
May	5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.	<p>Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country.</p> <p>Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.</p>	<p>Western Hemisphere Teacher Outline</p> <p>Western Hemisphere Student Research Outline</p> <p>Western Hemisphere Research Project</p> <p>Western Hemisphere Rubric</p>		Western Hemisphere Project

Month	NYS Standards (5th grade - page 71)	Objectives/ Lessons	Resources	Additional Resources (Videos)	Assessments
5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment (Standard: 3, Theme GEO)					
	5.5b Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.	Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, immigration, and trade.			5 Themes of Geography Quiz
5.6 Government: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)					
March/April	5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.	<p>Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.</p> <p>Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles.</p> <p>Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.</p>	How to Change the World - An Introduction to Government Why do we have government? Types of Government Checks and Balances Sharing the Power Branches of the Federal Government Branches (matching activity) U.S. Legislative Branch How Laws are Made U.S. Judicial Branch U.S. Executive Branch Inquiry - Why do Countries Declare Independence? (challenging vocabulary throughout the inquiry)	How to Change the World TrueFlx The Presidency TrueFlx The Congress of the U.S. TrueFlx The Supreme Court BrainPOP U.S. Constitution BrainPOP The Declaration of Independence BrainPOP The Articles of Confederation Reading A-Z "US Government At Work" (leveled books) I have multiple video clips in my EdPuzzle account to choose from if needed.	
	5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.	Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, the Canadian Bill of Rights in terms of key values, beliefs and principles of constitutional democracy.	Road to the Declaration of Independence "The Break Up Letter" Declaration of Independence and the US Constitution Canada - British North America Act Canada - Bill of Rights		
	5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.	Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.			

Month	NYS Standards (5th grade - page 71)	Objectives/ Lessons	Resources	Additional Resources (Videos)	Assessments
5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment (Standard: 3, Theme GEO)					
	5.6d Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.	Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding.	Inquiry - Should Puerto Rico be a State?		5 Themes of Geography Quiz
5.7 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)					
May/June	5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?	Students will explore the characteristics of a traditional economy used by the Inuit, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences.	Inquiry - What is the REAL cost of Bananas? (you MUST read through all the articles - several have MATURE content)	Economics Vocabulary List	
	5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.	Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources. Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda pop).	Economics Lapbook	Economics Vocabulary Flashcards	
	5.7c Countries trade with other countries to meet economic needs and wants. They are interdependent.	Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy. Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy.			