

Fourth- and Fifth-Grade Standards	Seventh-Grade Standards
Common Core Learning Standards for Literacy in Social Studies	Common Core Learning Standards for Literacy in Social Studies
Reading Informational Text	
<p>Key Ideas and Details</p> <p>Grade 4</p> <ul style="list-style-type: none"> • RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2: Determine the main idea of a text and explain how it is supported by details; summarize the text. • RI.4.3: Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on information in the text. <p>Grade 5</p> <ul style="list-style-type: none"> • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.7.1: Cite specific textual evidence to support analysis of primary and secondary sources. • RI.7.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • RI.7.3: Identify key steps in a text’s description of a process related to history/social studies.

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<p>Craft and Structure</p> <p>Grade 4</p> <ul style="list-style-type: none"> • RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of event, ideas, concepts, or information in a text or part of a text. <p>Grade 5</p> <ul style="list-style-type: none"> • RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 	<p>Craft and Structure</p> <ul style="list-style-type: none"> • RI.7.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • RI.7.5: Describe how a text presents information (e.g., sequentially, comparatively, causally). • RI.7.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<p>Integration of Knowledge and Ideas</p> <p>Grade 4</p> <ul style="list-style-type: none"> • RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how information contributes to an understanding of the text. <p>Grade 5</p> <ul style="list-style-type: none"> • RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • RI.7.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RI.7.8: Distinguish between fact, opinion, and reasoned judgment in a text. • RI.7.9: Analyze the relationship between a primary and secondary source on the same topic.

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Writing	
<p>Text Types and Purposes</p> <p>Grade 4</p> <ul style="list-style-type: none"> • W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <p>Grade 5</p> <ul style="list-style-type: none"> • W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • W.5.1.a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 	<ul style="list-style-type: none"> • W.7.1: Write arguments focused on discipline-specific content. • W7.1 a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically. • W7.2: Write informative/explanatory texts, including the narration of historical events. • W7.2 b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <p>Note: Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p>
NYS Relevant Social Studies Themes: grades 4 and 5	NYS Relevant Social Studies Themes: grade 7
<ul style="list-style-type: none"> • Development, Movement, and Interaction of Cultures • Power, Authority, and Governance • Geography, Humans, and the Environment • Power, Authority, and Governance 	<ul style="list-style-type: none"> • Individual Development and Cultural Identity • Development, Movement, and Interaction of Cultures • Geography, Humans, and the Environment

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Thinking Target – NYS SS Framework	NYS Relevant Social Studies Practices
<ul style="list-style-type: none">• Cause and effect of events in history long-term and immediate relationship of geography, economics, and history.• Recognize, use, and analyze different forms of evidence to support a claim.• Identify multiple perspectives from a historical event.• Identify chronological significance of dates presented in timelines.• Explain how economic decisions impact the well-being of individuals and society.	<ul style="list-style-type: none">• Cause and effect of events in history long-term and immediate relationship of geography, economics, and history.• Recognize, use, and analyze different forms of evidence to support a claim.• Identify multiple perspectives from a historical event.• Identify chronological significance of dates presented in timelines.• Explain how economic decisions impact the well-being of individuals and society.

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New York Social Studies Frameworks 4 and 5	New York Social Studies Frameworks 7
<p>4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures.</p> <p>4.2a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.</p> <ul style="list-style-type: none"> • Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations. • Students will investigate how Native Americans such as the Iroquois (Haudenosaunee) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants. <p>4.2b Native American groups developed specific patterns of organization and governance to manage their societies.</p> <ul style="list-style-type: none"> • Students will compare and contrast the patterns of organization and governance of Native American groups such as the Iroquois (Haudenosaunee) and Lenape, including matrilineal clan structure, decision-making processes, and record keeping with a focus on local Native American groups. <p>4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.</p> <p>4.3 Students will examine the alliances between Native Americans and the English and between Native Americans and the French.</p>	<p>7.1 NATIVE AMERICANS: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.</p> <p>7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.</p> <p>7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.</p> <ul style="list-style-type: none"> • Students will examine theories of human settlement of the Americas. • Students will compare and contrast different Native American culture groups with a focus on the influence geographic factors had on their development. • Students will examine the various Native American culture groups located within what became New York State including Haudenosaunee (Iroquois), and the influence geographic factors had on their development. • 7.3b Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification, and the influence of Haudenosaunee ideas in their development. <p>7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Iroquois (Haudenosaunee) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1789) established the terms of peace.</p>

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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.

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 society.

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.

5.3b Europeans encountered and interacted with Native Americans in a variety of ways.

- Students will examine how Native Americans viewed the newcomers.
- Students will examine the European interactions with Native Americans using the example of the fur trade