

Fourth-Grade Standards	Seventh-Grade Standards
<p>Common Core Learning Standards for Literacy in Social Studies</p>	<p>Common Core Learning Standards for Literacy in Social Studies</p>
<p>Reading Informational Text</p>	
<p>Key Ideas and Details</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>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.
<p>Craft and Structure</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 events, ideas, concepts, or information in a text or part of a text. 	<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> <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>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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<p>Writing</p>	
<p>Text Types and Purposes</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. 	<ul style="list-style-type: none"> • W.7.1: Write arguments to support claims with clear reasons and relevant evidence. • W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <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>
<p>Writing</p>	<p>Writing</p>
<p>NYS Relevant Social Studies Themes: grade 4</p>	<p>NYS Relevant Social Studies Themes: grade 7</p>
<ul style="list-style-type: none"> • Development, Movement, and Interaction of Cultures • Time, Continuity, and Change • Geography, Humans, and the Environment • Development and Transformation of Social Structures • Power, Authority, and Governance 	<ul style="list-style-type: none"> • Time, Continuity, and Change • Creation, Expansion, and Interaction of Economic Systems • Power, Authority, and Governance

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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	New York Social Studies Frameworks
<p>4.3d Growing conflicts between England and the 13 colonies 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.</p> <ul style="list-style-type: none"> • Students will examine issues of political and economic rights that led to the American Revolution. • 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. • 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. • Students will examine the alliances between Native Americans and the English and between Native Americans and the French. 	<p>7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.</p> <ul style="list-style-type: none"> • 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. • Students will examine actions taken by the British including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions. • Students will compare British and colonial patriot portrayals of the Boston Massacre using historical evidence. • Students will compare the proportions of loyalists and patriots in different regions of New York State. • Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War. <p>7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.</p> <ul style="list-style-type: none"> • Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s <i>Common Sense</i> had on colonial leaders in their debates on independence. • Students will examine the Declaration of Independence and the arguments for independence stated within it. <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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- Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.
- Students will examine the strategic importance of the New York colony.
- Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.
- Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map