

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"> • RH.6-8: Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8: 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. • RH.6-8: 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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Writing	
<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 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>
Text Types and Purposes	
<ul style="list-style-type: none"> • Identifies facts and details that support main ideas. • Asks questions to clarify topics or details. • Uses common organizational patterns to organize information. • Distinguishes between fact and opinion. 	<ul style="list-style-type: none"> • States and verifies what is known about the problem or question and makes connections to prior knowledge. • Writes questions independently based on key ideas or areas of focus. • Uses both facts and opinions responsibly by identifying and verifying them. • Interprets information and ideas by defining, classifying, and inferring. • Uses common organizational patterns to organize information in order to draw conclusions. • Forms opinions and judgments backed up by supporting evidence.

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NYS Relevant Social Studies Themes: grade 4	NYS Relevant Social Studies Themes: grade 7
<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"> • Development, Movement, and Interaction of Cultures • Time, Continuity, and Change • Geography, Humans, and the Environment • Creation, Expansion, and Interaction of Economic Systems • Science, Technology, and Innovation • Global Connections and Exchange
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	New York Social Studies Frameworks 7
<p>4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK:</p> <ul style="list-style-type: none"> • 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. <p>4.3a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.</p> <ul style="list-style-type: none"> • Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers. • 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>7.2 COLONIAL DEVELOPMENTS:</p> <ul style="list-style-type: none"> • European exploration of the New World resulted in various interactions with Native Americans and in colonization. • The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. • 7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration. <ul style="list-style-type: none"> ○ Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection. ○ Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano. • 7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from losses of life and land due to the Encounter with Europeans justified by the "Doctrine of Discovery." <ul style="list-style-type: none"> ○ Students will compare and contrast British interactions with the Wampanoag, Dutch interactions with the Mahican, Mohawk or Munsee, French interactions with the Algonquin.