

Mount Pleasant Central School District

4th Grade, Social Studies



We believe that all students should have a global perspective of diverse cultural, economic and political systems by showing understanding through inquiry, application and analysis.

This course is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Throughout their exploration of these units, students will address the practices of gathering, interpreting and using evidence, chronological reasoning and causation, comparison and contextualization and civic participation.

Unit Title	Month	Content (Unit)	Vocabulary	Standards	Skills	Big Ideas	Assessments
Geography & Native Americans	September -December Trimester 1	Native American Groups and the Environment: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York State. Native American Indians interacted with the environment and developed unique cultures.	- Algonquians -Colony -Five Nations -Iroquois -longhouses	-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 examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation	- Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities. -Identify how environments affect human activities and how human activities affect physical environments.	-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. -Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.	Curriculum Based Assessment

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				systems; and technology.			
Colonial & Revolutionary Time Periods in New York State	January-March Trimester 2	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.	-Boycott - Colonist - Colony -Independence -Settlement -Revolution	-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. -Students will examine issues of political and economic rights that led to the American Revolution.	-Explain how events are related chronologically to one another. -Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.	-Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles. - 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	Curriculum Based Assessment

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						role during the Revolution, in part due to its geographic location.	
Immigration	April-June Trimester 3	Immigration and Migration from the Early 1800s to Present: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.	- Homeland -Immigrant -Interpreter -Inspector	-Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.	- Identify how environments affect human activities and how human activities affect physical environments. -Recognize and identify patterns of continuity and change in New York State.	-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.	Curriculum Based Assessment