

**Ark Community Charter School
Social Studies Curriculum Framework – Grade 4**

<u>Suggested Pacing</u>	<u>Units</u>	<u>New York State Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments</u>
When and in what order will the standards be taught and assessed?	What are your unit titles	What should students know? Optional: You can also identify essential questions based on the content standards.)	What should students be able to do? (Assessed) will be bolded below , the rest will be practiced (P) at this grade level.	What essential questions will the students will be able to observe or describe? (Assessed) will be bolded below , the rest will be practiced (P) at this grade level.	What specific tools will be used to assess which content bolded standard or skills standard at this grade level?
Sept- June	Government	Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other	1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. 2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government 3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities. 4. The study of civics and citizenship requires the ability	<ul style="list-style-type: none"> • know the meaning of key terms and concepts related to government, including <i>democracy, power, citizenship, nation-state, and justice</i> • explain the probable consequences of the absence of government and rules • describe the basic purposes of government and the importance of civic life • understand that social and political systems are based upon people’s beliefs • explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States • understand the basic civil values that are the foundation of American constitutional democracy • know what the United States Constitution is and why it is important • understand that the United States Constitution and the Constitution of the State of New York 	Students will participate in school student government

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		<p>nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	<p>are written plans for organizing the functions of government</p> <ul style="list-style-type: none"> • understand the structure of New York State and local governments, including executive, legislative, and judicial branches • identify their legislative and executive representatives at the local, state, and national governments. • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that they will acquire as they age. • show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action • prioritize the solutions based on established criteria • propose an action plan to address the issue of how to solve the problem 	

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Sept	Map of New York	Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.	1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.	<ul style="list-style-type: none"> draw maps and diagrams that serve as representations of places, physical features, and objects locate places within the local community, State, and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians investigate how people depend on and modify the physical environment 	Quizzes and test
Oct-Nov	Native Americans	Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding	<p>1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>	<ul style="list-style-type: none"> know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents explain those values, practices, and traditions that unite all Americans. 	Scott Foresman chapter quizzes and test

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		of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	<p>3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>	<ul style="list-style-type: none"> • gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines • gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities • classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious identify individuals who have helped to strengthen democracy in the United States and throughout the world. • consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. 	
Nov-Dec	Explorers	Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas,	<p>1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>2. Establishing timeframes, exploring different periodizations, examining themes across time and within</p>	<ul style="list-style-type: none"> • read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about different world cultures and civilizations focusing on their 	Scott Foresman chapter quizzes and test

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		eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations. 3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups. 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	<p>accomplishments, contributions, values, beliefs, and traditions</p> <ul style="list-style-type: none"> • distinguish between past, present, and future time periods • develop timelines that display important events and eras from world history • measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points • understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • gather and present information about important developments from world history • understand how the terms <i>social</i>, <i>political</i>, <i>economic</i>, and <i>cultural</i> can be used to describe human activities or practices. • consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. 	
Jan-Feb	Colonial Life	Standard 1: History of the United States and New York Students will	1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	<ul style="list-style-type: none"> • Dutch, English, and French influences in New York State • Lifestyles in the colonies—comparisons during different time periods 	DBQs from Dutch booklet

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		use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	<p>2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>	<ul style="list-style-type: none"> • Different types of daily activities including social/cultural, political, economic, scientific/technological, or religious • Ways that colonists depended on and modified their physical environments • Cultural similarities and differences, including folklore, ideas, and other cultural contributions • that helped shape our community, local region, and State • Colonial governments • Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them? • Ways of making a living in our local region and State • Important accomplishments of individuals and groups living in our community and region 	
March-April	New nation/ Revolution	Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental	<p>1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.</p> <p>2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government</p> <p>3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.</p>	<ul style="list-style-type: none"> • Causes for revolution: social, political, economic • The war strategy: Saratoga and other local battles • Loyalists and patriots in New York State • Leaders of the Revolution • Effects of the Revolutionary War • Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America • The importance of the Bill of Rights • Individuals and groups who helped to 	Scott Foresman chapter quizzes and test. Art : poster of Figures in Revolution

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		system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.	<p>strengthen democracy in the United States</p> <ul style="list-style-type: none"> • The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it • Those values, practices, and traditions that unite all Americans 	
May- June	Industrial Revolution	Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to	<p>1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.</p> <p>2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p>	<ul style="list-style-type: none"> • know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources • explain how people’s wants exceed their limited resources and that this condition defines scarcity • know that scarcity requires individuals to make choices and that these choices involve costs • study about how the availability and distribution of resources is important to a nation’s economic growth • understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities ? How shall goods and services be produced? For whom shall goods and services be produced? • investigate how production, distribution, 	Scott Foresman chapter quizzes and test

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		allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.		<p>exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.</p> <ul style="list-style-type: none"> • locate economic information, using card catalogues, computer databases, indices, and library guides • collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources • make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary • present economic information by developing charts, tables, diagrams, and simple graphs. 	