

## Williamsville Central School District

**Discipline** Social Studies

**Course/Grade** Grade 4: Local History and Local Government

The grade 4 social studies program builds on the students' understanding of families, schools and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political and economic factors that helped to shape these communities. Students study about the significant people, places, events and issues that influenced life in the local communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

### Suggested Pacing Chart

*These units may be re-ordered, the sequence is independent*

Units	Weeks of Study
Native American Indians of New York State	3-4
European Encounter: Three Worlds (Europe, Africa, and the Americas) meet in the Americas	2-3
Colonial Period	2-4
Revolutionary War Period	2-4
The New Nation/Local & State Government	3-4
Industrial Growth and Expansion	2-3

## Essential Questions

Essential questions are those that require students to construct knowledge and make sense of the integration of prior and new knowledge. They have no right answer, are arguable, embrace the standards of a course, recur in later life, require higher level thinking, raise new questions, sustain engaged inquiry, raise important conceptual or philosophical issues, provide purpose for learning, are tied to assessments, and lead to enduring understandings.

- **Native American Indians of New York**
  - Did the early Iroquois meet their needs in the same way we do today?
- **European Encounter**
  - Did the European Encounter positively affect America?
- **Colonial Period**
  - During the colonial period was it more important to produce goods or to provide services?
- **Revolutionary War in New York State**
  - Was the American Revolution necessary?
- **The New Nation/Local and State Government**
  - Did the newly formed United States government help to unite all Americans?
- **Industrial Growth and Expansion**
  - Did technology or people have a greater impact on the growth of New York State?
- **Urbanization: Economic, Political and Social Impacts/Local History**
  - Should people use the environment to meet their needs or should people meet the needs of the environment?

## Guide to Curriculum-Related Vocabulary

### Guaranteed and Viable Curriculum

**Guaranteed:** The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

**Viable:** a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

**Curriculum:** the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

### Power Performance Indicators

**Power performance indicators** are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

### Essential Components

**Declarative Knowledge:** Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

**Procedural Knowledge:** Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

**Key Vocabulary/Glossary:** Vocabulary deemed essential to the curriculum.

### K-12 Social Studies Concepts Matrix

Concept	K	1	2	3	4	5	6-12
<u>Change</u>	I	R	R	R	R	R	R
<u>Choice</u>	I	R	R	R	R	R	R
<u>Citizenship</u>	I	R	R	R	R	R	R
<u>Civic Values</u>	I	R	R	R	R	R	R
<u>Culture</u>	I	R	R	R	R	R	R
<u>Decision Making</u>	I	R	R	R	R	R	R
<u>Diversity</u>	I	R	R	R	R	R	R
<u>Environment</u>	I	R	R	R	R	R	R
<u>Identity</u>	I	R	R	R	R	R	R
<u>Justice</u>	I	R	R	R	R	R	R
<u>Needs &amp; Wants</u>	I	R	R	R	R	R	R
<u>Places &amp; Regions</u>	I	R	R	R	R	R	R
<u>Empathy</u>		I	R	R	R	R	R
<u>Government</u>		I	R	R	R	R	R
<u>Human Rights</u>		I	R	R	R	R	R
<u>Scarcity</u>		I	R	R	R	R	R
<u>Economic Systems</u>			I	R	R	R	R
<u>Environment &amp; Society</u>			I	R	R	R	R
<u>Factors of Production</u>			I	R	R	R	R
<u>Interdependence</u>			I	R	R	R	R

Williamsville Central School District  
Grade 4 Social Studies Curriculum

<b>Concept</b>	K	1	2	3	4	5	6-12
<u>Movement of People &amp; Goods</u>			I	R	R	R	R
<u>Physical Systems</u>			I	R	R	R	R
<u>Science &amp; Technology</u>			I	R	R	R	R
<u>Urbanization</u>			I	R	R	R	R
<u>Power</u>			I	R	R	R	R
<u>Conflict</u>			I	R	R	R	R
<u>Uses of Geography</u>			I	R	R	R	R
<u>Belief Systems</u>				I	R	R	R
<u>Political Systems</u>				I	R	R	R
<u>World in Spatial Terms</u>				I	R	R	R
<u>Human Systems</u>					I	R	R
<u>Imperialism</u>					I	R	R
<u>Nation - State</u>					I	R	R
<u>Nationalism</u>					I	R	R

I= Introduce Concept  
R= Reinforce Concept

## K-12 Social Studies Concepts – History

<b>Belief System</b>	means an established orderly way that groups or individuals look at religious faith or philosophical tenets.
<b>Conflict</b>	is a clash of ideas, interests, or wills that result from incompatible opposing forces.
<b>Change</b>	involves the basic alterations in things, events, and ideas.
<b>Choice</b>	means the right or power to select from a range of alternatives.
<b>Culture</b>	means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits, to succeeding generations to meet its fundamental needs.
<b>Diversity</b>	means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.
<b>Empathy</b>	means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
<b>Identity</b>	means awareness of one's own values, attitudes and capabilities as an individual and as a member of different groups.
<b>Interdependence</b>	means reliance upon others in mutually beneficial interactions and exchanges.
<b>Imperialism</b>	means the domination by one country of the political and/or economic life of another country or region.
<b>Movement of People and Goods</b>	refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.
<b>Nationalism</b>	means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

**Urbanization**

means movement of people from rural to urban areas.

**K-12 Social Studies Concepts – Geography**

**The World in Spatial Terms**

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

**Places and Regions**

This identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

**Physical Systems**

Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

**Human Systems**

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans complete for control of Earth's surface.

**Environment and Society**

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.

**The Uses of Geography**

Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time - that is, of Earth as it was, is, and might be.

**Environment**

means the surroundings, including natural elements and elements created by humans.

### K-12 Social Studies Concepts - Economics

**Needs and Wants**

refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, (i.e., wants - education, security, health care, entertainment).

**Economic Systems**

include traditional, command, market and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

**Factors of Production**

are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food).

**Scarcity**

means the conflict between unlimited needs and wants and limited natural and human resources.

**Science and Technology**

means the tools and methods used by people to get what they need and want.



## K-12 Social Studies Concepts - Civics, Citizenship, and Government

<b>Justice</b>	means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.
<b>Nation-state</b>	means a geographic/political organization uniting people by a common government.
<b>Citizenship</b>	means membership in a community (neighborhood, school, region, state, nation, and world) with its accompanying rights, responsibilities, and dispositions.
<b>Political Systems</b>	such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
<b>Power</b>	refers to the ability of people to compel or influence the actions of other. "Legitimate power is called authority."
<b>Government</b>	means the "formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state and local levels, who exercise decision making power or enforce laws and regulations." (Taken from: Civics Framework for the 1998 National Assessment of Educational Progress, NAEP Civics Consensus Project, the National Assessment Governing Board, United States Department of Education, p. 19).
<b>Decision Making</b>	means the processes used to "monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict." (Taken from: Civics Framework, p.18).
<b>Civic Values</b>	refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
<b>Human Rights</b>	are those basic political, economics, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and of his family. Human rights are inalienable and expressed by various United Nations Documents including the United Nations Charter and Universal Declaration of Human Rights.



## Grade 4: Local History and Local Government

### Geography of New York State and Native American Indians of New York

#### Essential Questions

- Did the early Iroquois meet their needs in the same way as we do today?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> <li>• Native American Indians were the first inhabitants of our local region and state.</li> <li>• The Iroquois (Haudenosaunee- People of the Longhouse) and the Algonquian were the early inhabitants of our state.</li> <li>• Meeting basic needs- food, clothing and shelter</li> <li>• Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors.</li> <li>• Important accomplishments and contributions of Native American Indians who lived in our community and state</li> </ul>	<ul style="list-style-type: none"> <li>• <b>locate the following cities, landforms and bodies of water on a New York State map: Adirondack Mountains, Catskill Mountains, Finger Lakes, Long Island, Lake Champlain, Great Lakes, Lake Erie, Lake Ontario, Lake Michigan, Lake Huron, Niagara River, Grand Island, Albany, New York City, Buffalo, Rochester, Niagara Falls, Syracuse, Amherst.</b></li> <li>• <b>read a New York State map using a legend, scale of miles, directions and symbols.</b></li> <li>• interpret land use, population and historic maps of New York State.</li> <li>• recognize the trends in population expansion from the Atlantic to Pacific Oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• archaeologist</li> <li>• artifact</li> <li>• barter</li> <li>• creek</li> <li>• dam</li> <li>• Empire State</li> <li>• escarpment</li> <li>• falls</li> <li>• glacier</li> <li>• harbor</li> <li>• league</li> <li>• mouth of a river</li> <li>• migration</li> <li>• Native American</li> <li>• port</li> <li>• rapids</li> <li>• source of a river</li> <li>• swamp</li> <li>• tributary</li> <li>• water currents</li> </ul>

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> <li>Location of New York State</li> </ul>	<ul style="list-style-type: none"> <li><b>recall the name of the capital of New York State (Albany).</b></li> <li>recognize that the early Native Americans in New York were hunters and gatherers.</li> <li>recall that the Iroquois were also known as the Haudenosaunee (People of the Longhouse).</li> <li>name the groups of New York Native Americans that formed a League of Nations (Seneca, Cayuga, Onondaga, Oneida, Mohawk and Tuscarora).</li> <li><b>explain how the environment influenced the way the New York Native Americans met their basic needs of food/water, air, clothing/shelter and caring.</b></li> <li>describe the accomplishments and contributions of the Native Americans who lived in our community</li> </ul>	

## Grade 4: Local History and Local Government

### European Encounter: Three Worlds (Europe, the Americas, Africa) Meet in America

#### Essential Questions

- Did the European Encounter positively affect America?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> <li>• Major explorers of New York State</li> <li>• Impacts of exploration - social/cultural, economic, political and geographic</li> <li>• The slave trade and slavery in the colonies</li> <li>• Groups of people who migrated to our local region and into our state</li> <li>• Ways that people depended on and modified their physical environment</li> </ul>	<ul style="list-style-type: none"> <li>• identify the following explorers, the country that they sailed for, and the area that they explored: Leif Ericson (Scandinavia), Christopher Columbus (Spain), Henry Hudson (Netherlands), Giovanni da Verrazano (France), Samuel de Champlain (France), Robert LaSalle (France), John Cabot (England).</li> <li>• <b>state reasons for European exploration in the Western Hemisphere.</b></li> <li>• <b>explain the European Encounter and its effects: social/cultural, economic, political and geographic impact on America, Africa and Europe.</b></li> <li>• <b>explain the political, economic and social/cultural reasons for, and results of, the slave trade.</b></li> <li>• explain the way early European settlers depended on and modified the physical environment to meet their needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>• discrimination</li> <li>• European Encounter</li> <li>• expansion</li> <li>• explore</li> <li>• frontier</li> <li>• historical documents</li> <li>• human rights</li> <li>• markets</li> <li>• merchants</li> <li>• New World</li> <li>• pioneer</li> <li>• raw materials</li> <li>• slave</li> <li>• treaty</li> </ul>

## Grade 4: Local History and Local Government

### Colonial Period

#### Essential Questions

- During the colonial period was it more important to produce goods or to provide services?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> <li>• Dutch, English and French influences in New York State</li> <li>• Lifestyles in the colonies- comparisons during different time periods</li> <li>• Different types of daily activities including social/cultural, political, economic, scientific/technological or religious</li> <li>• Ways that colonists depended on and modified their physical environments</li> <li>• Cultural similarities and differences, including folklore, ideas and other cultural contributions that helped shape our community, local region and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>recall that New Netherlands (New York) was originally settled by the Dutch West India Company for the purpose of trade and then became an English colony and one of the original 13 colonies in the New World.</b></li> <li>• <b>explain the different lifestyles and daily activities during the colonial period including those that were social/cultural, political, economic, scientific/technological and religious.</b></li> <li>• explain how the colonists depended on and modified their environment to meet their daily needs and wants.</li> <li>• identify the folklore, ideas, cultural contributions and accomplishments of immigrants that helped shape New York's past and present.</li> <li>• explain the positive and negative characteristics of our early colonial</li> </ul>	<ul style="list-style-type: none"> <li>• colony</li> <li>• immigrant</li> <li>• indentured servant</li> <li>• minority</li> </ul>

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>state</p> <ul style="list-style-type: none"> <li>• Colonial governments</li> <li>• 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?</li> <li>• Ways of making a living in our local region and state</li> <li>• Important accomplishments of individuals and groups living in our community and region</li> </ul>	<p>government.</p> <ul style="list-style-type: none"> <li>• <b>describe how people in the colonial period provided goods and services to meet their needs and wants.</b></li> <li>• identify when the French and Indian War occurred, who fought in the war, why it was fought and what the major results of this conflict were in relation to our state.</li> </ul>	

## Grade 4: Local History and Local Government

### Revolutionary War in New York State

#### Essential Questions

- Was the American Revolution necessary?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> <li>• Causes for revolution: social, political, economic</li> <li>• The significance of New York State's location and its relationship to the locations of other people and places</li> <li>• Geographic features that influenced the War</li> <li>• The war strategy: Saratoga and other local battles</li> <li>• Loyalists and patriots in New York State</li> <li>• Leaders of the Revolution</li> <li>• Effects of the Revolutionary War</li> </ul>	<ul style="list-style-type: none"> <li>• <b>recognize that the colonists needed to unite politically in order to become independent from England.</b></li> <li>• <b>Identify when the American Revolution occurred, who fought in the war, why it was fought, what the major war strategies were, and the results of this conflict in relation to our state.</b></li> <li>• explain why New York State's location was important during the American Revolution.</li> <li>• <b>explain the roles of each of the following groups in the American Revolution: Native Americans, English, colonists, patriots, loyalists.</b></li> </ul>	<ul style="list-style-type: none"> <li>• loyalist</li> <li>• patriot</li> <li>• revolution</li> </ul>



## Grade 4: Local History and Local Government

### The New Nation/Local and State Government

#### Essential Questions

- Did the newly formed United States government help unite all Americans?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p><b>The new nation</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The importance of the Bill of Rights</li> <li>• Individuals and groups who helped to strengthen democracy in the United States</li> <li>• 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</li> <li>• Those values, practices and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify the fundamental basic values of American democracy by being able to explain the following concepts: individual rights to life, liberty, property and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.</b></li> <li>• <b>explain the importance and fundamental democratic values expressed in each of the following: Mayflower Compact, Declaration of Independence, Bill of Rights, Constitutions of the State of New York, Constitution of the United States of America, Preamble to the Constitution of the United States, Pledge of Allegiance.</b></li> <li>• explain how the diverse cultural backgrounds of Americans helped to form a strong government.</li> </ul>	<ul style="list-style-type: none"> <li>• amend</li> <li>• amendment</li> <li>• Articles of Confederation</li> <li>• assembly person</li> <li>• bill</li> <li>• Bill of Rights</li> <li>• cabinet</li> <li>• campaign</li> <li>• checks and balances</li> <li>• constitution</li> <li>• Continental Congress</li> <li>• council person</li> <li>• delegate</li> <li>• executive</li> <li>• judicial</li> <li>• jury</li> <li>• legislative</li> <li>• Mayflower Compact</li> <li>• mayor</li> <li>• Preamble to the United States Constitution</li> <li>• town supervisor</li> </ul>

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>traditions that unite all Americans</p> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>• Basic democratic values</li> <li>• The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism</li> <li>• The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs and stories.</li> </ul> <p><b>Purposes of government</b></p> <ul style="list-style-type: none"> <li>• The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.</li> </ul> <p><b>Local and state governments</b></p> <ul style="list-style-type: none"> <li>• An introduction to the probable consequences of the absence of</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify that the basic purpose of our government is to protect the rights of individuals and promote the common good.</b></li> <li>• <b>explain the role of the executive, legislative and judicial branches of government on the local, state and federal levels.</b></li> <li>• <b>identify the roles of an active, informed and democratic citizen on the local, state and federal levels.</b></li> <li>• give examples of how people are elected and appointed to political positions.</li> </ul>	

<b>Declarative Knowledge</b>	<b>Procedural Knowledge</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<p>government</p> <ul style="list-style-type: none"> <li>• The structure and function of the branches of government of New York State and local governments, including executive, legislative and judicial branches</li> <li>• The meaning of key terms and concepts related to government, including democracy, power and citizenship.</li> <li>• The United States Constitution and the Constitution of the State of New York and their respective Bill of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties</li> <li>• Representatives in the legislative, executive and judicial branches at the local, state, and national levels of government and how they are elected or appointed to office</li> <li>• People elect and/or appoint leaders who make, enforce and interpret laws.</li> <li>• Citizenship and the rules and responsibilities of citizenship in the classroom, school, home and local</li> </ul>		

<b>Declarative Knowledge</b>	<b>Procedural Knowledge</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<p>community</p> <ul style="list-style-type: none"> <li>● Citizenship includes an awareness of the holidays, celebrations and symbols of our nation, including the flag of the United States of America, its proper display and use.</li> <li>● Effective, informed citizenship involves duties such as voting, jury service and other service to the local community.</li> <li>● Citizens can participate in political decision making and problem solving at the local, state and national levels.</li> </ul>		

## Grade 4: Local History and Local Government

### Industrial Growth and Expansion

#### Essential Questions

- Did technology or people have a greater impact on the growth of New York State?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> <li>• Transportation, inventions, communication and technology (e.g., 1800s- Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s- automobiles, subways, air travel, seaways, telephones, radios and televisions, computers)</li> <li>• Immigration and migration (e.g.; Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State)</li> <li>• The important contributions of immigrants to New York State</li> <li>• Geographic influences of industrialization and expansion (e.g., natural resources, location); the interaction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>explain the reasons why the United States declared war on England in 1812.</b></li> <li>• <b>explain why the Erie Canal was built and how it led to the growth of cities in New York State and westward expansion.</b></li> <li>• <b>explain how steam power, railroads, turnpikes, telegraph and cable in the 1800s affected industrialization in New York State.</b></li> <li>• <b>explain how automobiles, subways, air travel, seaways, telephones, radios, televisions and computers in the 1900s affected industrialization in New York State.</b></li> <li>• <b>explain the reasons for child labor and identify ways that our government helped to protect and educate children</b></li> </ul>	<ul style="list-style-type: none"> <li>• canal</li> <li>• energy sources</li> <li>• depression</li> <li>• industrialization</li> <li>• industry</li> <li>• labor union</li> <li>• manufacturing</li> <li>• strike</li> </ul>

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>between economic and geographic factors</p> <ul style="list-style-type: none"> <li>• The labor movement and child labor</li> <li>• Ways of learning and public education in our community and state</li> </ul>	<p><b>in the last century.</b></p> <ul style="list-style-type: none"> <li>• identify reasons why people migrated to, or within, New York State in the 1800s and the impact that this migration had on society, environment and economy. (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native Americans in New York State).</li> <li>• explain the political, social/cultural, technological and economic contributions and accomplishments of immigrants to New York State.</li> </ul>	

## Grade 4: Local History and Local Government

### Urbanization: Economic, Political and Social Impacts/Local History

#### Essential Questions

- Should people use the environment to meet their needs or should people meet the needs of the environment?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> <li>• Rural to urban to suburban migration</li> <li>• Economic interdependence (e.g., resource use; from farm to market)</li> </ul>	<ul style="list-style-type: none"> <li>• explain reasons for the migration of people from rural to urban to suburban areas in the last few decades.</li> <li>• provide examples of how people in rural, urban and suburban areas are interdependent.</li> <li>• <b>explain how concerned citizens have used their political and economic power to bring about changes in land, water and energy usage and conservation in New York State.</b></li> </ul>	<ul style="list-style-type: none"> <li>• loyalist</li> <li>• patriot</li> <li>• revolution</li> </ul>

## ASSESSMENT FORMAT

Name of Assessment	Benchmark Formative	Common Formative	Summative	Screening	Diagnostic	Window of Administration	Access to Results
Grade 4 District Component Assessment: Social Studies	X					Throughout the school year	

The goal is grade 4 is to have students exposed to each of the components of the NYS Grade 5 Assessment and to have them experience these components throughout the year.

Teachers will use the NYS November 2001 Grade 5 Assessment components as our District sample tasks in social studies during the year OR any other NYS Grade 5 test components found on the NYS website: <http://www.nysedregents.org/testing/scostei/socistudies5.html> or on the W drive/SPP folder.

Teachers can give general instructions on each component of the test, but should not help students with reading or defining words. Teachers should give the full DBQ task in no more than 90 minutes and use the Grade 5 rubric for grading the DBQ essay.

Constructed Response examples should be administered any time during the year as sample components of the NYS Grade 5 Assessment.

Multiple Choice questions may be given as a pre-test and post-test or may be used throughout the year as part of other unit test questions.



