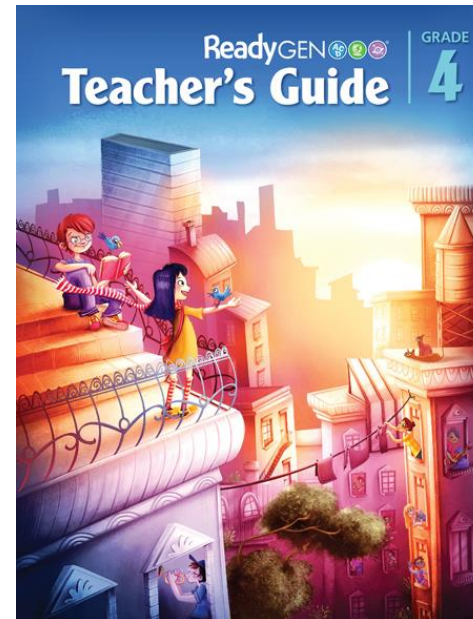
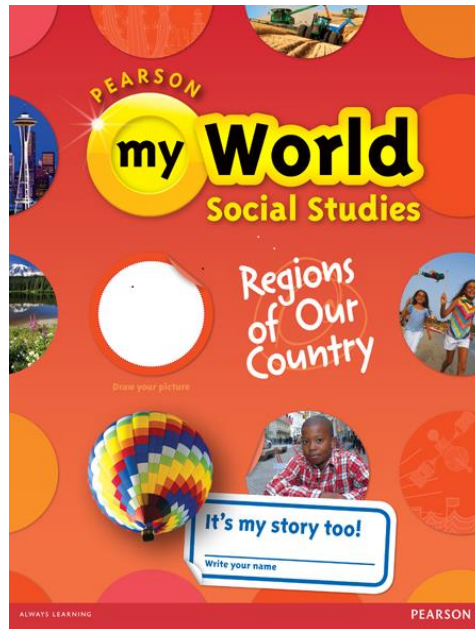


## A Correlation of



To the

## New York State Social Studies Framework Grade 4

## **A Correlation of myWorld Social Studies, We Are Connected, and Ready Gen to the New York State Social Studies Framework, Grade 4**

### **Introduction**

This document demonstrates how **Savvas myWorld Social Studies** and **Savvas ReadyGEN** meet the New York State Social Studies Framework for Grade 4. Correlation page references are to the myWorld Social Studies, Student Edition, Teacher’s Guide and the ReadyGEN Text Collection.

**ReadyGEN ©2016** is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

#### **Everyone has a story. What’s yours?**

**Savvas myWorld Social Studies** utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With **Savvas myWorld Social Studies**, you can get to the heart of social studies in the time you have.

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Common Core Learning Standards for English Language Arts and Literacy	myWorld Social Studies New York Edition, Grade 4	ReadyGEN Text Collection
<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		
<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>SE:</b> Draw Conclusions, 73, 91, 188, 199, 209, 240, 253, 257, 260, 261, 265, 275, 277; also see: Review and Assessment, 23–24, 59–60, 93–94, 121–122, 143–144, 179–180, 221–222, 245–246, 277–278; Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 19, 20, 45, 46, 56, 68, 70, 71, 80, 81, 91, 92, 101, 102, 108, 109, 123, 124, 134, 135, 142, 149, 156, 164, 165, 180, 183, 184, 190, 192, 195, 198, 205, 207, 207, 208</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Skeletons Inside and Out; Movers and Shapers; “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds; Unit 4: Mod B: Using Money; The Boy Who Invented TV</p>
<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>SE:</b> Main Idea and Details, NY22, 15, 46, 85, 89, 177, 202, 229, 231, 239, 242, 243, 245; Summarize, NY21, 9, 21, 77, 107, 122, 164, 191, 192–193, 199, 203, 205, 207, 211, 219, 221, 267, 275</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 8, 13, 17, 36, 58, 64, 92, 124, 132, 143, 145, 149, 152, 152, 153, 155, 157, 162, 164, 171, 172, 181, 183, 199, 205</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Skeletons Inside and Out; Movers and Shapers; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; “King of the Parking Lot”; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds; Unit 4: Mod B: Using Money; The Boy Who Invented TV</p>

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<p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>SE:</b> Cause and Effect, NY17, 37, 43, 48, 57, 59, 77, 105, 115, 119, 141, 179, 267, 278; also see: Review and Assessment, 23–24, 59–60, 93–94, 121–122, 143–144, 179–180, 221–222, 245–246, 277–278</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 19, 20, 29, 33, 37, 43, 45, 45, 46, 58, 70, 71, 79, 87, 89, 91, 92, 106, 108, 109, 134, 134, 135, 164, 165, 183, 184, 199, 207, 208, 208</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Movers and Shapers; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: A Tsunami Unfolds; The Boy Who Invented TV</p>
<b>Craft and Structure</b>		
<p>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.</p>	<p><b>SE:</b> Vocabulary, Envision It!, 5, 13, 17, 31, 39, 45, 53, 67, 73, 81, 87, 101, 109, 115, 129, 137, 151, 157, 167, 173, 187, 195, 201, 207, 213, 229, 235, 241, 253, 259, 263, 271</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 6, 12, 15, 26, 31, 35, 41, 52, 56, 38, 39, 62, 66, 77, 83, 87, 98, 104, 115, 119, 126, 130, 141, 147, 151, 155, 159, 171, 176, 180, 190, 194, 197, 203</p>	<p><b>TG:</b> Benchmark Vocabulary/Language Analysis: Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Skeletons Inside and Out; Movers and Shapers; “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds; Unit 4: Mod B: Using Money; The Boy Who Invented TV</p>

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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><b>SE:</b> Graph Skills: Timelines, 50–51; also see: Cause and Effect, NY17, 37, 43, 48, 57, 59, 77, 105, 115, 119, 141, 179, 267, 278; Compare and Contrast, NY18, 94, 15, 67, 13, 71, 76, 87; Reading Skills: Sequence, NY19, 105, 112, 113, 119, 121, 171</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 12, 13, 29, 33, 37, 38, 39, 43, 45, 52, 54, 58, 58, 66, 71, 79, 79, 85, 87, 89, 89, 91, 106, 128, 134, 199, 208</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Skeletons Inside and Out; Movers and Shapers; “King of the Parking Lot”; Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds</p>
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<p><b>SE:</b> Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165; Media and Technology: Analyze Images, 78–79</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 59, 60, 80, 81, 101, 102, 123, 124</p>	<p><b>TG:</b> Unit 1: Mod B: Skeletons Inside and Out; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds</p>
<b>Integration of Knowledge and Ideas</b>		
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p><b>SE:</b> Map Skills: Interpret Physical Maps, 10–11; Graph Skills: Timelines, 50–51; Media and Technology: Analyze Images, 78–79; also see: Envision It!, 4–5, 12–13, 16–17, 30–31, 38–39, 44–45, 52–53, 66–67, 72–73, 80–81, 86–87, 100–101, 108–109, 114–115, 128–129, 136–137, 150–151, 156–157, 166–167, 172–173, 186–187, 194–195, 200–201, 206–207, 212–213, 228–229, 234–235, 240–241, 252–253, 258–259, 262–263, 270–271</p>	<p><b>TG:</b> Unit 1: Mod B: Skeletons Inside and Out; Movers and Shapers; Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; Unit 4: Mod B: Using Money; The Boy Who Invented TV</p>

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	(Continued) <b>TG:</b> Active Reading & Lesson Summary pages, 6, 9, 10, 12, 15, 26, 31, 35, 38, 39, 41, 52, 56, 59, 60, 62, 66, 77, 83, 87, 98, 104, 115, 119, 126, 130, 141, 147, 151, 155, 159, 171, 176, 180, 190, 194, 197, 203	
8. Explain how an author uses reasons and evidence to support particular points in a text.	<b>SE:</b> Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165; also see: Main Idea and Details, NY22, 15, 46, 85, 89, 177, 202, 229, 231, 239, 242, 243, 245 <b>TG:</b> Active Reading & Lesson Summary pages, 13, 36, 64, 80, 81, 101, 102, 123, 124, 132, 152, 171, 172, 181, 183	<b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Movers and Shapers; Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; Unit 4: Mod B: Using Money
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>SE:</b> Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135 <b>TG:</b> Active Reading & Lesson Summary pages, 80, 81, 101, 102	<b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Skeletons Inside and Out; Movers and Shapers; “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds; Unit 4: Mod B: Using Money; The Boy Who Invented TV

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<b>Range of Reading and Level of Text Complexity</b>		
<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>SE:</b> Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165; Review and Assessment, 23–24, 59–60, 93–94, 121–122, 143–144, 179–180, 221–222, 245–246, 277–278</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 19, 20, 45, 46, 70, 71, 80, 81, 91, 92, 101, 102, 108, 109, 123, 124, 134, 135, 164, 165, 183, 184, 207, 208</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Skeletons Inside and Out; Movers and Shapers; “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds; Unit 4: Mod B: Using Money; The Boy Who Invented TV</p>
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>SE:</b> myStory Book (write about): a place you would like to live, 95, standing up for a cause, 123, whether government should make peoples’ lives better, 145, something you would like to change in the future, 181, how you would like to improve your community, state, or nation, 247; myStory Spark: write about a time you wanted to change something, 96, what would you make goal of government as New York, 224, describe what you like about living in New York, 248</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 71,74, 92, 109, 135, 168, 184, 187</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril, 37; Unit 2: Mod B: The Longest Night, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270; Unit 2: Mod B: “Northwest Coast People”, 278-280, 288-290, 298, 299, 300; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399; Unit 3: Mod A: Center Options: Writing Center, 10; Earthquakes, 18-20, 28-30, 38-40, 48-50, 58-60, 68-70; Quake!, 78-80, 88-90, 98-100, 108-110, 118-120; Performance-Based Assessment: Opinion Task: Identify Effective Writing, 192-199;</p>



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<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group-related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>SE:</b> myStory Spark: write about choices you made based on the environment, 26, describe some laws and government services, 124, write about a change that needed to happen in your life, 146, compare good and bad times, 182; myStory Book (write about): effects of geography on your everyday life, 25, how do people respond to good and bad times, 223</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 20, 23, 95, 112, 138, 165</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril, 38-40, 58-60, 138-140, 188-190; Mod B: Skeletons Inside and Out, 378-380; Movers and Shapers, 378-380; Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392-399; Unit 3: Mod B: Anatomy of a Volcanic Eruption, 218-220, 228-230, 238-240, 248-250, 258-260, 278-280, 288-290; Escape from Pompeii, 308-310, 318-320; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 392-399</p>

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p><b>SE:</b> myStory Spark: describe why someone you know moved from one place to another, 62, write about a change that needed to happen in your life, 146</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 49, 112</p>	<p><b>TG:</b> Unit 2: Mod A: Why the Sea Is Salty, 18-20, 28-30, 48-50; “How the Stars Fell into the Sky”, 58-60, 68-70, 78-80, 88-90; “Pecos Bill”, 108-110, 118-120, 128-130; Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192-199; Unit 2: Mod A: Performance-Based Assessment: Narrative Task, Write a Tall Tale, 192-199; Unit 4: Mod A: Lunch Money, 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100; Max Malone Makes a Million, 108-110, 118-120, 128-130, 138-140; “Coyote School News”; 148-150, 158-160; Performance-Based Assessment: Narrative Task: Write a Short Story, 192-199</p>

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<b>Production and Distribution of Writing</b>		
<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p><b>SE:</b> myStory Spark, 1, 62, 96, 124, 146, 182, 224, 248; myStory Book (write about), 25, 61, 95, 123, 145, 181, 223, 247, 279</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 20, 46, 49, 71, 74, 92, 95, 109, 112, 135, 138, 165, 168, 184, 187; Writing Activity, 18, 44, 69, 107, 133, 163, 182, 206</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril, 18, 28, 29, 38, 48-50, 58, 59, 68, 69, 78, 79; Mary Anning: The Girl Who Cracked Open the World, 98, 99, 138; “Fragile Frogs”, 148-150, 158, 168, 178, 188; Mod B: Skeletons Inside and Out, 218, 228-230, 268, 278, 288; Unit 2: Mod A: Why the Sea Is Salty, 18, 28, 29, 38, 48-50, 178, 188; “How the Stars Fell into the Sky”, 58, 68, 78, 88, 178, 188; “Pecos Bill”, 98, 108, 118, 128; “John Henry”; 138, 148, 158, 168; Performance-Based Assessment: Narrative Task, Write a Tall Tale, 198; Mod B: The Longest Night, 218, 228, 238, 248, 258, 259, 268; “Northwest Coast People”, 278, 288; Three Native Nations: Of the Woodlands, Plains, and Desert, 308; Unit 3: Mod A: Earthquakes, 18, 19, 28, 38, 48, 49, 58, 68; Unit 3: Mod A: Quake!, 78, 88, 98, 108-110, 118, 128, 138; “Earthshaker’s Bad Day”, 148, 150; Unit 3: Mod A: “The Monster Beneath the Sea”, 158, 168; Mod B: Anatomy of a Volcanic Eruption, 218, 228, 238, 248, 258, 268, 278, 288; Unit 4: Mod A: Lunch Money, 18, 28, 38, 48, 58, 68, 78, 88, 98, 138, 168, 178, 188; Max Malone Makes a Million, 108, 118, 128; “Coyote School News”, 148, 158; Performance-Based Assessment: Narrative Task: Write a Short Story, 198;</p>

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5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<b>SE:</b> myStory Spark, 1, 62, 96, 124, 146, 182, 224, 248; myStory Book (write about), 25, 61, 95, 123, 145, 181, 223, 247, 279 <b>TG:</b> Active Reading & Lesson Summary pages, 20, 46, 49, 71, 74, 92, 95, 109, 112, 135, 138, 165, 168, 184, 187; Writing Activity, 18, 44, 69, 107, 133, 163, 182, 206	<b>TG:</b> Independent Writing Practice: Digital Options, Unit 1: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190; Mod B: 220, 230, 240, 250, 260, 270, 280, 290, 300, 310; Unit 2: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 120, 130, 140, 141, 150, 160, 170, 180, 188, 189, 190; Mod B: 220, 230, 240, 250, 260, 270, 280; Unit 3: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 188, 189, 190, 194; Mod B: 220, 230, 240, 250, 260, 270, 280; Unit 4: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 189, 190; Mod B: 220, 230, 240, 250, 260, 270, 280, 290, 300

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<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>SE:</b> Media and Technology: Analyze Images, 78–79; also see: myStory Book (myStory Current Events online), 25, 61, 95, 123, 145, 181, 223, 247, 279</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 59, 60; Hands-on Activity: Create travel brochure, 69, Plan and present newscast during Revolution, 90, Write news article about growth of New York as a state, 107</p>	<p><b>TG:</b> Independent Writing Practice: Digital Options, Unit 1: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190; Mod B: 220, 230, 240, 250, 260, 270, 280, 290, 300, 310; Unit 2: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 120, 130, 140, 141, 150, 160, 170, 180, 188, 189, 190; Mod B: 220, 230, 240, 250, 260, 270, 280; Unit 3: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 188, 189, 190, 194; Mod B: 220, 230, 240, 250, 260, 270, 280; Unit 4: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 189, 190; Mod B: 220, 230, 240, 250, 260, 270, 280, 290, 300</p>

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<b>Research to Build and Present Knowledge</b>		
<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>SE:</b> Try it! Apply, 135; myStory Book (myStory Current Events online), 25, 61, 95, 123, 145, 181, 223, 247, 279</p> <p><b>TG:</b> Hands-on Activity: Create travel brochure, 69, Plan and present newscast during Revolution, 90, Write news article about growth of New York as a state, 107</p>	<p><b>TG:</b> Unit 1: Center Options: Research Center, 11; Mod A: Science Squad: Porpoises in Peril, 38-40; Mary Anning: The Girl Who Cracked Open the World, 108-110; Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192; Mod B: Center Options: Research Center, 211; Skeletons Inside and Out, 258-260; Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392; Unit 2: Mod A: Center Options: Research Center, 11; Mod B: Center Options: Research Center, 211; Unit 3: Mod A: Center Options: Research Center, 11; Earthquakes, 40; Mod B: Center Options: Research Center, 211; Anatomy of a Volcanic Eruption, 219, 239, 249, 259-279, 280, 288-290; Escape from Pompeii, 298, 299, 309, 310, 318, 319; Unit 4: Center Options: Research Center, 11; Lunch Money, 58-60; Mod B: Center Options: Research Center, 211; Using Money; 239, 258, 259; Escape from Pompeii, 318-320</p>

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<p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><b>SE:</b> Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165; Media and Technology: Analyze Images, 78–79; also see: myStory Book (myStory Current Events online), 25, 61, 95, 123, 145, 181, 223, 247, 279</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 59, 60, 80, 81, 101, 102, 123, 124; Hands-on Activity: Create travel brochure, 69, Plan and present newscast during Revolution, 90, Write news article about growth of New York as a state, 107</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World, 108-110; Mod B: Skeletons Inside and Out, 258-260; Unit 3: Mod A: Earthquakes, 20, 30, 40, 50, 60, 70; Quake!, 80, 90, 100, 110, 120, 130, 140; “Earthshaker’s Bad Day”, 150; Mod B: Anatomy of a Volcanic Eruption, 290; Escape from Pompeii, 298-300, 309, 310, 318, 319; A Tsunami Unfolds, 340, 350, 360, 370, 380; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 394; Unit 4: Mod A: Lunch Money, 18-20, 60; Mod B: Using Money, 239, 249, 258, 259, 278, 279; A Tale of Two Poggles, 298, 299, 318-320; The Boy Who Invented TV, 349, 359, 360</p>

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<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. (Does not apply to Social Studies)</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>SE:</b> myStory Book (writing assignment based on lesson content), 25, 61, 95, 123, 145, 181, 223, 247, 279</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 20, 46, 71, 92, 109, 135, 165, 184; Writing Activity, 18, 44, 69, 107, 133, 163, 182, 206</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril, 18, 28, 38, 48, 58, 68, 78, 88; Mary Anning: The Girl Who Cracked Open the World, 98, 108, 118, 128, 138; “Fragile Frogs”, 148, 158; Mod B: Skeletons Inside and Out, 328; “King of the Parking Lot”, 338, 348, 358, 368, 378, 388; Unit 2: Mod A: Why the Sea Is Salty, 18, 28, 38, 48, 49, 50, 188; “How the Stars Fell into the Sky”, 58, 68, 188; “Pecos Bill”, 98, 108, 128; “John Henry”, 138, 148, 158, 168; Mod B: The Longest Night, 218, 228, 238, 248, 258, 268; “Northwest Coast People”, 278, 288, 298; Three Native Nations: Of the Woodlands, Plains, and Desert, 308, 328, 348; Unit 3: Mod A: Quake!, 78, 79, 88, 89, 98, 99, 100, 110, 118, 119, 128, 129, 130, 138, 139; “The Monster Beneath the Sea”, 158, 168; Unit 4: Mod A: Lunch Money, 18, 28, 38, 48, 58, 59, 68, 78, 88, 98; Max Malone Makes a Million, 108, 118, 119, 120, 128; Mod B: A Tale of Two Poggles, 298, 318, 328, 329, 330, 338; 390; The Boy Who Invented TV, 348, 349, 350; Robo Cleaner, 378</p>



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<b>Range of Writing</b>		
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE:</b> myStory Spark, 1, 62, 96, 124, 146, 182, 224, 248; myStory Book (write about), 25, 61, 95, 123, 145, 181, 223, 247, 279</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 20, 46, 49, 71, 74, 92, 95, 109, 112, 135, 138, 165, 168, 184, 187; Writing Activity, 18, 44, 69, 107, 133, 163, 182, 206</p>	<p><b>TG:</b> Independent Writing Practice: Unit 1: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190; Mod B: 220, 230, 240, 250, 260, 270, 280, 290, 300, 310; Unit 2: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 120, 130, 140, 141, 150, 160, 170, 180, 188, 189, 190; Mod B: 220, 230, 240, 250, 260, 270, 280; Unit 3: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 188, 189, 190, 194; Mod B: 220, 230, 240, 250, 260, 270, 280; Unit 4: Mod A: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 189, 190; Mod B: 220, 230, 240, 250, 260, 270, 280, 290, 300</p>

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<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>Many opportunities exist in <b>Savvas myWorld Social Studies</b> for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p><b>SE:</b> Collaboration and Creativity: Solve Problems, 232–233, Work in Cooperative Teams, 268–269</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 173, 174, 200, 201; Hands-on Activity: Plan and present newscast during Revolution, 90, Play game to examine roles of different levels of government, 182</p>	<p>The objective is met throughout the program. Refer to the following examples:</p> <p><b>TG:</b> Unit 1: Mod A: Turn and Talk: 12, 112, 132; Mod B: Lesson Close Read: 163, 213, 223; Unit 2: Mod A: Turn and Talk: 22, 62, 122; Mod B: Small Group Discussion: 164, 174, 194, 204; Unit 3: Mod A: Fluency: 17, 67, 127; Mod B: Small Group Time: 225, 245, 255; Unit 4: Mod A: Lesson Close Read: 13 83, 123, 263; Mod B: Small Group Options: 176, 196, 226, 266; Unit 5: Mod A: Turn and Talk: 12, 42, 112, 182; Mod B: Small Group Discussions: 214, 244, 254, 274; Unit 6: Mod A: Small Group Options: 16, 56, 86, 126; Mod B: Turn and Talk: 172, 192, 222, 252, 262</p>

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<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>SE:</b> Graph Skills: Timelines, 50–51; Media and Technology: Analyze Images, 78–79; also see: Envision It!, 4–5, 12–13, 16–17, 30–31, 38–39, 44–45, 52–53, 66–67, 72–73, 80–81, 86–87, 100–101, 108–109, 114–115, 128–129, 136–137, 150–151, 156–157, 166–167, 172–173, 186–187, 194–195, 200–201, 206–207, 212–213, 228–229, 234–235, 240–241, 252–253, 258–259, 262–263, 270–271 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 6, 12, 15, 26, 31, 35, 38, 39, 41, 52, 56, 59, 60, 62, 66, 77, 83, 87, 98, 104, 115, 119, 126, 130, 141, 147, 151, 155, 159, 171, 176, 180, 190, 194, 197, 203</p>	<p><b>TG:</b> Unit 1: Mod B: Skeletons Inside and Out, 216; Unit 3: Mod A: Earthquakes, 24, 25, 26, 27, 162, 163, 164, 165, 166, 167; Mod B: Anatomy of a Volcanic Eruption, 222, 223, 224, 225, 226, 227, 242, 243, 244, 245, 246, 247; Unit 4: Mod B: Using Money, 223, 227, 229, 253, 263; A Tale of Two Poggles, 297</p>
<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>SE:</b> Collaboration and Creativity: Solve Problems, 232–233, Work in Cooperative Teams, 268–269 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 173, 174, 200, 201</p>	<p><b>TG:</b> Unit 2: Mod B: The Longest Night, 230, 250, 270, 300; “Northwest Coast People”, 280; Three Native Nations: Of the Woodlands, Plains, and Desert, 310, 320, 330; Unit 3: Mod A: Quake!, 112, 113, 140; “Earthshaker’s Bad Day”, 150; Mod B: Anatomy of a Volcanic Eruption, 230, 270, 282, 283, 290; Unit 4: Mod A: Lunch Money, 30, 60, 90; Max Malone Makes a Million, 120, 130; “Coyote School News”, 182, 183; A Tale of Two Poggles, 322, 323</p>

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<b>Presentation of Knowledge and Ideas</b>		
<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>SE:</b> Collaboration and Creativity: Work in Cooperative Teams, 268–269  <b>TG:</b> Active Reading &amp; Lesson Summary pages 200, 201; Hands-on Activity: Plan and present newscast during Revolution, 90, Play game to examine roles of different levels of government, 182, Plan and present journal article about their state, 206</p>	<p><b>TG:</b> 1 Unit 1: Mod A: Science Squad: Porpoises in Peril, 17, 27, 47, 87; Mary Anning: The Girl Who Cracked Open the World, 97, 107, 117, 127; “Fragile Frogs”, 147, 157, 167, 187; Mod B: Skeletons Inside and Out, 217, 227, 247, 267, 287; Movers and Shapers, 297, 307, 317, 327; “King of the Parking Lot”, 347, 357, 367, 377; Unit 2: Mod A: Why the Sea Is Salty, 17, 27, 47; “How the Stars Fell into the Sky”, 57, 77, 87; “John Henry”, 147, 157, 177; Mod B: The Longest Night, 217, 247, 267; “Northwest Coast People”, 277, 287; Three Native Nations: Of the Woodlands, Plains, and Desert, 307, 317, 327, 347, 357, 377, 387; Unit 3: Mod A: Earthquakes, 17, 27, 36, 37, 47; Quake!, 77, 136, 137; “Earthshaker’s Bad Day”, 167, 177, 187; Mod B: Anatomy of a Volcanic Eruption, 236, 237, 277, 287; Escape from Pompeii, 307, 317; A Tsunami Unfolds, 327, 336, 337, 357, 377, 387; Unit 4: Mod A: Lunch Money, 17, 27, 47, 72, 82, 93; Max Malone Makes a Million, 122, 127; Mod B: Using Money, 217, 227, 247, 267, 287; A Tale of Two Poggles, 297, 307, 317, 327; The Boy Who Invented TV, 347, 357, 367; Robo Cleaner, 377</p>

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<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>SE:</b> Collaboration and Creativity: Work in Cooperative Teams, 268–269 <b>TG:</b> Active Reading &amp; Lesson Summary pages 200, 201; Hands-on Activity, 18, 44, 69, 107, 133, 163, 182, 206</p>	<p><b>TG:</b> Unit 1: Mod A: Performance-Based Assessment: Narrative Task, Biographical Spotlight, 194; Mod B: Skeletons Inside and Out, 222; Movers and Shapers, 380; Unit 2: Mod A: Why the Sea Is Salty, 188-190; “How the Stars Fell into the Sky”, 188-190; Performance-Based Assessment: Narrative Task, Write a Tall Tale, 194, 198; The Longest Night, 388-390; Unit 3: Mod A: “Earthshaker’s Bad Day”, 188-190; Performance-Based Assessment: Opinion Task: Identify Effective Writing, 194, 198; Mod B: Anatomy of a Volcanic Eruption, 280; Escape from Pompeii, 300; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 394, 398; Unit 4: Mod A: Performance-Based Assessment: Narrative Task: Write a Short Story, 194, 198; Mod B: The Boy Who Invented TV, 390; Performance-Based Assessment: Opinion Task: Write About Innovations, 394, 398</p>
<p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p><b>SE:</b> Collaboration and Creativity: Work in Cooperative Teams, 268–269 <b>TG:</b> Active Reading &amp; Lesson Summary pages 200, 201; Hands-on Activity: Plan and present newscast during Revolution, 90, Play game to examine roles of different levels of government, 182, Plan and present journal article about their state, 206</p>	<p><b>TG:</b> Unit 1: Mod B: Skeletons Inside and Out, 384, 386; Unit 4: Mod B: Performance-Based Assessment: Opinion Task: Write About Innovations, 398</p>

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<b>Grade 4: Social Studies Practices</b>		
<b>A. Gathering, Using, and Interpreting Evidence</b>		
<p>1. Develop questions about New York State, its history, geography, economics and government.</p>	<p><b>SE:</b> Got it? (I have a question about...), 9, 15, 21, 37, 43, 49, 57, 71, 77, 79, 85, 91, 105, 113, 119, 133, 141, 155, 163, 171, 177, 191, 199, 205, 211, 219, 231, 239, 243, 257, 261, 267, 275; The Big Question, 24, 25, 60, 61, 94, 95, 122, 123, 144, 145, 180, 181, 222, 223, 246, 247, 278, 279</p> <p><b>TG:</b> Active Reading &amp; Lesson Summary pages, 8, 13, 17, 20, 29, 33, 37, 43, 46, 54, 58, 60, 64, 68, 71, 79, 85, 89, 92, 100, 106, 109, 117, 122, 128, 132, 135, 143, 149, 153, 157, 162, 165, 172, 178, 181, 184, 195, 199, 205</p>	<p><b>TG:</b> For supporting material please see: Unit 1: Center Options: Research Center, 11; Mod A: Science Squad: Porpoises in Peril, 38-40; Mary Anning: The Girl Who Cracked Open the World, 108-110; Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192; Mod B: Center Options: Research Center, 211; Skeletons Inside and Out, 258-260; Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392; Unit 2: Mod A: Center Options: Research Center, 11; Mod B: Center Options: Research Center, 211; Unit 3: Mod A: Center Options: Research Center, 11; Earthquakes, 40; Mod B: Center Options: Research Center, 211; Anatomy of a Volcanic Eruption, 219, 239, 249, 259-279, 280, 288-290; Escape from Pompeii, 298, 299, 309, 310, 318, 319; Unit 4: Center Options: Research Center, 11; Lunch Money, 58-60; Mod B: Center Options: Research Center, 211; Using Money; 239, 258, 259; Escape from Pompeii, 318-320</p>

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<p>2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p>	<p><b>SE:</b> Map Skills: Interpret Physical Maps, 10–11; Graph Skills: Timelines, 50–51; Media and Technology: Analyze Images, 78–79; Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165 <b>TG:</b> Active Reading &amp; Lesson Summary pages 9, 10, 38, 39, 59, 60, 80, 81, 101, 102, 123, 124</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World, 108-110; Mod B: Skeletons Inside and Out, 258-260; Unit 3: Mod A: Earthquakes, 20, 30, 40, 50, 60, 70; Quake!, 80, 90, 100, 110, 120, 130, 140; “Earthshaker’s Bad Day”, 150; Mod B: Anatomy of a Volcanic Eruption, 290; Escape from Pompeii, 298-300, 309, 310, 318, 319; A Tsunami Unfolds, 340, 350, 360, 370, 380; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 394; Unit 4: Mod A: Lunch Money, 18-20, 60; Mod B: Using Money, 239, 249, 258, 259, 278, 279; A Tale of Two Poggles, 298, 299, 318-320; The Boy Who Invented TV, 349, 359, 360</p>
<p>3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.</p>	<p><b>SE:</b> Media and Technology: Analyze Images, 78–79; Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165 <b>TG:</b> Active Reading &amp; Lesson Summary pages 59, 60, 80, 81, 101, 102, 123, 124</p>	<p><b>TG:</b> Unit 1: Center Options: Research Center, 11; Mod A: Science Squad: Porpoises in Peril, 38-40; Mary Anning: The Girl Who Cracked Open the World, 108-110; Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192; Mod B: Center Options: Research Center, 211; Skeletons Inside and Out, 258-260; Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392; Unit 2: Mod A: Center Options: Research Center, 11; Mod B: Center Options: Research Center, 211;</p>

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		<p>(Continued) Unit 3: Mod A: Center Options: Research Center, 11; Earthquakes, 40; Mod B: Center Options: Research Center, 211; Anatomy of a Volcanic Eruption, 219, 239, 249, 259-279, 280, 288-290; Escape from Pompeii, 298, 299, 309, 310, 318, 319; Unit 4: Center Options: Research Center, 11; Lunch Money, 58-60; Mod B: Center Options: Research Center, 211; Using Money; 239, 258, 259; Escape from Pompeii, 318-320</p>
<p>4. Identify arguments of others.</p>	<p><b>SE:</b> Critical Thinking: Compare Viewpoints, 106–107, Identify Bias, 164–165; Collaboration and Creativity: Solve Problems, 232–233 <b>TG:</b> Active Reading &amp; Lesson Summary pages 80, 81, 123, 124, 173, 174</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: Movers and Shapers; Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; Unit 4: Mod B: Using Money</p>



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<p>5. Identify inferences.</p>	<p><b>SE:</b> Draw Conclusions, NY23, 73, 91, 188, 199, 209, 240, 253, 257, 260, 261, 265, 275, 277 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 56, 68, 142, 149, 156, 180, 190, 192, 195, 198, 205, 207</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World, 112-114, 116, 117; Mod B: Skeletons Inside and Out, 237; Movers and Shapers, 304-306, 307; Unit 2: Mod A: "Pecos Bill", 102; Mod B: The Longest Night, 242-244, 246, 247, 269; Unit 3: Mod A: Quake!, 72-74, 76, 77, 112, 117; Mod B: Anatomy of a Volcanic Eruption, 213, 222, 232, 267, 282; Escape from Pompeii, 302, 304, 312; A Tsunami Unfolds, 329, 330, 332, 342, 352, 357; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 393; Unit 4: Mod A: Lunch Money, 42-44, 45, 46, 47; Max Malone Makes a Million, 107, 187; Mod B: A Tale of Two Poggles, 303, 332-334, 336, 337</p>
<p>6. Recognize arguments and identify evidence.</p>	<p><b>SE:</b> Critical Thinking: Compare Viewpoints, 106-107, Primary and Secondary Sources, 134-135, Identify Bias, 164-165; Hamilton's Freedom of the Press argument during Zenger trial, 65; Argument over slavery, 172 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 50, 80, 81, 101, 102, 123, 124, 130</p>	<p><b>TG:</b> Unit 2: Mod B: Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399; Unit 3: Mod A: Performance-Based Assessment: Opinion Task: Identify Effective Writing, 192-199; Unit 4: Mod B: Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>

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<p>7. Create an understanding of the past by using primary and secondary sources.</p>	<p><b>SE:</b> Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165; Media and Technology: Analyze Images, 78–79 <b>TG:</b> Active Reading &amp; Lesson Summary pages 59, 60, 80, 81, 101, 102, 123, 124</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World, 108-110; Mod B: Skeletons Inside and Out, 258-260; Unit 3: Mod A: Earthquakes, 20, 30, 40, 50, 60, 70; Quake!, 80, 90, 100, 110, 120, 130, 140; “Earthshaker’s Bad Day”, 150; Mod B: Anatomy of a Volcanic Eruption, 290; Escape from Pompeii, 298-300, 309, 310, 318, 319; A Tsunami Unfolds, 340, 350, 360, 370, 380; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 394; Unit 4: Mod A: Lunch Money, 18-20, 60; Mod B: Using Money, 239, 249, 258, 259, 278, 279; A Tale of Two Poggles, 298, 299, 318-320; The Boy Who Invented TV, 349, 359, 360</p>
<p><b>B. Chronological Reasoning and Causation</b></p>		
<p>1. Explain how events are related chronologically to one another.</p>	<p><b>SE:</b> Graph Skills: Timelines, 50–51; also see: Reading Skills: Sequence, NY19, 105, 112, 113, 119, 121, 171 <b>TG:</b> Active Reading &amp; Lesson Summary pages 38, 39, 79, 85, 89, 91, 128</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; Mary Anning: The Girl Who Cracked Open the World; “King of the Parking Lot”; Unit 2: Mod B: The Longest Night; Unit 3: Mod A: Earthquakes; Mod B: A Tsunami Unfolds; Unit 4: Mod B: The Boy Who Invented TV</p>
<p>2. Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines with teacher support.</p>	<p><b>SE:</b> Graph Skills: Timelines, 50–51 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 38, 39</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World, 189; Unit 2: Mod A: Why the Sea Is Salty, 19; “John Henry”, 141; Unit 3: Mod B: Escape from Pompeii, 373</p>

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<p>3. Identify the relationship between multiple causes and multiple effects using examples from his/her life or from a current event or history.</p>	<p><b>SE:</b> Cause and Effect, NY17, 37, 43, 48, 57, 59, 77, 105, 115, 119, 141, 179, 267, 278 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 29, 33, 37, 43, 45, 58, 79, 87, 89, 106, 134, 199, 208</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World, 131; “Fragile Frogs”, 152-154, 155, 156, 157, 159, 186; Teacher Resources: TR11, TR32; Unit 2: Mod B: “Northwest Coast People”, 284, 286; Teacher Resources: TR11, TR32; Unit 3: Mod A: Quake!, 128, 174, 176; Mod B: Anatomy of a Volcanic Eruption, 236, 262-264, 265, 266, 267; A Tsunami Unfolds, 354, 355, 356, Teacher Resources: TR11, TR32; Unit 4: Teacher Resources: TR11, TR32</p>
<p>4. Distinguish between long-term and immediate causes and effects of a current event or an event in history.</p>	<p><b>SE:</b> Cause and Effect, NY17, 37, 43, 48, 57, 59, 77, 105, 115, 119, 141, 179, 267, 278; Reading Skills: Sequence, NY19, 105, 112, 113, 119, 121, 171 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 29, 33, 37, 38, 39, 128, 43, 45, 58, 79, 85, 87, 89, 91, 106, 134, 199, 208</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World, 131; “Fragile Frogs”, 152-154, 155, 156, 157, 159, 186; Teacher Resources: TR11, TR32; Unit 2: Mod B: “Northwest Coast People”, 284, 286; Teacher Resources: TR11, TR32; Unit 3: Mod A: Quake!, 128, 174, 176; Mod B: Anatomy of a Volcanic Eruption, 236, 262-264, 265, 266, 267; A Tsunami Unfolds, 354, 355, 356, Teacher Resources: TR11, TR32; Unit 4: Teacher Resources: TR11, TR32</p>

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<p>5. Recognize dynamics of historical continuity and change over periods of time.</p>	<p><b>SE:</b> Graph Skills: Timelines, 50–51; also see: Cause and Effect, NY17, 37, 43, 48, 57, 59, 77, 105, 115, 119, 141, 179, 267, 278; Reading Skills: Sequence, NY19, 105, 112, 113, 119, 121, 171 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 29, 33, 37, 38, 39, 128, 43, 45, 58, 79, 85, 87, 89, 91, 106, 134, 199, 208</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Unit 2: Mod B: “Northwest Coast People”; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399; Unit 3: Mod A: Earthquakes; Mod B: A Tsunami Unfolds; Unit 4: Mod B: The Boy Who Invented TV</p>
<p>6. Use periods of time such as decades and centuries to put events into chronological order.</p>	<p><b>SE:</b> Graph Skills: Timelines, 50–51; also see: Reading Skills: Sequence, NY19, 105, 112, 113, 119, 121, 171 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 38, 39, 79, 85, 89, 91, 128</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World, 189; Unit 2: Mod A: Why the Sea Is Salty, 19; “John Henry”, 141; Unit 3: Mod B: Escape from Pompeii, 373</p>
<p>7. Recognize and identify patterns of continuity and change in New York.</p>	<p><b>SE:</b> Graph Skills: Timelines, 50–51; also see: Cause and Effect, NY17, 37, 43, 48, 57, 59, 77, 105, 115, 119, 141, 179, 267, 278; Reading Skills: Sequence, NY19, 105, 112, 113, 119, 121, 171 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 29, 33, 37, 38, 39, 128, 43, 45, 58, 79, 85, 87, 89, 91, 106, 134, 199, 208</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert</p>
<p><b>C. Comparison and Contextualization</b></p>		
<p>1. Identify a region in New York State by describing a characteristic that places within it have in common, and then compare it to other regions.</p>	<p><b>SE:</b> New York’s Land and Water, 6; New York’s Water Ways, 7, Regions of New York, 8–9; Map Skills: Interpret Physical Maps, 10–11 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 7, 8, 9, 10</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert</p>

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<p>2. Identify multiple perspectives from an historical event.</p>	<p><b>SE:</b> Critical Thinking: Compare Viewpoints, 106–107, Primary and Secondary Sources, 134–135, Identify Bias, 164–165; Media and Technology: Analyze Images, 78–79 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 59, 60, 80, 81, 101, 102, 123, 124</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod B: A Tsunami Unfolds; Unit 4: Mod B: The Boy Who Invented TV</p>
<p>3. Describe and compare New York State historical events.</p>	<p><b>SE:</b> Algonquians of New York State, 30–37; The Iroquois League, 38–43; Europeans Explore New York, 44–49; The Dutch and the English, 52–57; A Growing Colony, 66–71; African Americans in Colonial New York, 72–77; The Revolution Begins, 100–105; Free and Independent States, 108–113; Winning the War, 114–119; Forming a Government, 128–133; New York Grows in Importance, 156–163; Seeds of Reform, 166–171; New York and the Civil War, 172–177; Industry Grows, 186–191; Coming to America, 194–199; Facing New Challenges, 200–205; Depression and War, 206–211; A Changing State, 212–219; New York Since 2000, 252–257 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 25–29, 30–33, 34–37, 40–43, 51–54, 55–58, 76–79, 82–85, 86–89, 97–100, 118–122, 125–128, 129–132, 140–143, 146–149, 150–153, 154–157, 158–162, 189–192</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert</p>

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<p>4. Recognize the relationship among geography, economics, and history in social studies.</p>	<p><b>SE:</b> Europeans Explore New York, 44–49; The Dutch and the English, 52–57; A Growing Colony, 66–71; New York Grows in Importance, 156–163; Industry Grows, 186–191; Coming to America, 194–199; Depression and War, 206–211; A Changing State, 212–219; New York Since 2000, 252–257 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 34–37, 40–43, 51–54, 118–122, 140–143, 146–149, 158–162, 189–192</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Mod B: “King of the Parking Lot”; “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; A Tsunami Unfolds</p>
<p>5. Describe historical developments in New York State with specific detail including time and place.</p>	<p><b>SE:</b> Graph Skills: Timelines, 50–51; also see: Reading Skills: Sequence, NY19, 105, 112, 113, 119, 121, 171 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 38, 39, 79, 85, 89, 91, 128</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert</p>
<p><b>D. Geographic Reasoning</b></p>		
<p>A. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.</p>	<p><b>SE:</b> Map Skills: Interpret Physical Maps, 10–11; Maps and map activities, 5, 9, 14, 18, 33, 40, 47, 53, 54, 84, 101, 109, 111, 155, 218, 242, 263, 273 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 9, 10</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; “Fragile Frogs”; Mod B: “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Poetry: “Islands”; Mod B: Anatomy of a Volcanic Eruption; Escape from Pompeii; A Tsunami Unfolds; Poetry: “Living with Lava,” “Center of the Earth,” “Mount Saint Helens Washington”; Unit 4: Mod A: “Coyote School News”</p>

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<p>B. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water — that are not directly made by humans).</p>	<p><b>SE:</b> Niagara Falls, 1–3; New York’s Land and Water, 6; New York’s Water Ways, 7, Regions of New York, 8–9; Map Skills: Interpret Physical Maps, 10–11; Climate and Weather, 12–15; Resources of New York, 16–21; Making a Living, 80–85; New Ways to Travel, 150–155; Industry Grows, 186–191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 3, 4, 7, 8, 9, 10, 11–13, 14–17, 61–64, 114–117, 140–143</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; “Fragile Frogs”; Mod B: “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; Escape from Pompeii; A Tsunami Unfolds; Poetry: “Natural Disasters”</p>
<p>C. Identify how environments affect human activities and how human activities affect physical environments.</p>	<p><b>SE:</b> New York’s Land and Water, 6; New York’s Water Ways, 7, Regions of New York, 8–9; Map Skills: Interpret Physical Maps, 10–11; Climate and Weather, 12–15; Resources of New York, 16–21; Algonquians and the environment, 61; Making a Living, 80–85; New Ways to Travel, 150–155; Industry Grows, 186–191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 7, 8, 9, 10, 11–13, 14–17, 61–64, 114–117, 140–143</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; “Fragile Frogs”; Mod B: “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; Escape from Pompeii; A Tsunami Unfolds; Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 392-399</p>

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<p>D. Recognize relationships among patterns and processes.</p>	<p><b>SE:</b> Niagara Falls, 1–3; New York’s Land and Water, 6; New York’s Water Ways, 7; Regions of New York, 8–9; Map Skills: Interpret Physical Maps, 10–11; Climate and Weather, 12–15; Resources of New York, 16–21; Making a Living, 80–85; New Ways to Travel, 150–155; Industry Grows, 186–191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 3, 4, 7, 8, 9, 10, 11–13, 14–17, 61–64, 114–117, 140–143</p>	<p><b>TG:</b> Unit 1: Mod A: Mary Anning: The Girl Who Cracked Open the World; Unit 3: Mod A: Earthquakes; Mod B: Anatomy of a Volcanic Eruption; Escape from Pompeii; A Tsunami Unfolds</p>
<p>E. Describe how human activities alter places and regions.</p>	<p><b>SE:</b> Resources of New York, 16–21; A New Way of Life, 33; From Farm to Market, 80–81; New Ways to Travel, 150–155; New York Grows in Importance, 156–163; Industry Grows, 186–191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 14–17, 27, 62, 114–117, 118–122, 140–143</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; “Fragile Frogs”; Mod B: “King of the Parking Lot”; Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Unit 4: Mod B: A Tale of Two Poggles</p>
<p><b>E. Economics and Economic Systems</b></p>		
<p>1. Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.</p>	<p><b>SE:</b> Trade, 33, 88, 136–137, 152–154, 215; Making a Living, 80–85; Industry Grows, 186–191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 27, 61–64, 67, 104, 140–143</p>	<p><b>TG:</b> Unit 4: Mod A: Lunch Money; “Coyote School News”; Mod B: Using Money; A Tale of Two Poggles</p>



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<p>2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.</p>	<p><b>SE:</b> Resources of New York, 16–21; A New Way of Life, 33; From Farm to Market, 80–81; New Ways to Travel, 150–155; New York Grows in Importance, 156–163; Industry Grows, 186–191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 14–17, 27, 62, 114–117, 118–122, 140–143</p>	<p><b>TG:</b> Unit 4: Mod A: Lunch Money; Max Malone Makes a Million; “Coyote School News”; Mod B: Using Money; A Tale of Two Poggles; The Boy Who Invented TV; Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>
<p>3. Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.</p>	<p><b>SE:</b> Profit and money, 49; Dutch West India Company, money, and investors, 54; American money, 125; Money and banks, 136; Colonial currency, 137; Banking and the early United States government, 141; Stock sales and money, 206; Comptroller and money, 236 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 37, 42, 95, 104, 106, 155, 177</p>	<p><b>TG:</b> Unit 4: Mod A: Lunch Money; Mod B: Using Money; A Tale of Two Poggles</p>
<p>4. Explain why individuals and businesses specialize and trade.</p>	<p><b>SE:</b> Trade, 33, 88, 136–137, 152–154, 215; Making a Living, 80–85; Industry Grows, 186–191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 27, 61–64, 67, 104, 140–143</p>	<p><b>TG:</b> Unit 4: Mod B: A Tale of Two Poggles</p>
<p>5. Explain the meaning of unemployment.</p>	<p><b>SE:</b> Unemployment, 207 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 155</p>	<p><b>TG:</b> Unit 4: Mod B: A Tale of Two Poggles</p>

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<p>6. Explain the ways the government pays for the goods and services it provides, including tax revenue.</p>	<p><b>SE:</b> Running the State, 236; New York Government Spending, 238; Taxes, 67, 102–103, 105, 125 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 177, 178</p>	<p>This standard falls outside of the course curriculum.</p>
<p><b>F. Civic Participation</b></p>		
<p>1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.</p>	<p><b>SE:</b> Collaboration and Creativity: Solve Problems, 232–233, Work in Cooperative Teams, 268–269 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 173, 174, 200, 201</p>	<p><b>TG:</b> Unit 2: Mod B: Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399; Unit 3: Mod A: Performance-Based Assessment: Opinion Task: Identify Effective Writing, 192-199; Unit 4: Mod A: Lunch Money; Unit 4: Mod B: Robo Cleaner; Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>
<p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p>	<p><b>SE:</b> Collaboration and Creativity: Solve Problems, 232–233 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 173, 174</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; “Fragile Frogs”; Unit 4: Mod B: Robo Cleaner</p>
<p>3. Identify different types of political systems used at various times in New York State history and, where appropriate, United States history.</p>	<p><b>SE:</b> State Government Forms in Kingston, 128; The New York State Capitol: the Seat of State Government, 225–227; Citizens and Local Government, 228; The Structure of Local Government, 230; New York State Government, 234–239; The National Government and New York, 240–243; Review and Assessment, 245</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert</p>

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	<p>(Continued) <b>TG:</b> Active Reading &amp; Lesson Summary pages, 98, 167–169, 171, 172, 175–178, 179–181, 183</p>	
<p>4. Identify opportunities for and the role of the individual in social and political participation in the school, local, and/or state community.</p>	<p><b>SE:</b> Collaboration and Creativity: Solve Problems, 232–233, Work in Cooperative Teams, 268–269; Citizens and Local Government, 228–231; New York Citizenship, 238; Electing Leaders, 242–243 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 173, 174, 200, 201</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; Unit 2: Mod B: The Longest Night; Unit 4: Mod A: “Coyote School News”</p>
<p>5. Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p>	<p><b>SE:</b> Collaboration and Creativity: Solve Problems, 232–233, Work in Cooperative Teams, 268–269 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 173, 174, 200, 201</p>	<p><b>TG:</b> Unit 4: Mod A: Lunch Money; Mod B: A Tale of Two Poggles; “Coyote School News”</p>
<p>6. Identify situations in which social actions are required and suggest solutions.</p>	<p><b>SE:</b> Collaboration and Creativity: Solve Problems, 232–233; also see: African Americans Demand Rights, 216; Native Americans and Women, 217 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 161, 174</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; Unit 2: Mod B: The Longest Night</p>
<p>7. Identify people in positions of power and how they can influence people’s rights and freedom.</p>	<p><b>SE:</b> Electing Leaders, 242–243 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 181</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; “Fragile Frogs”</p>

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<p>8. Identify rights and responsibilities as a citizen within your community and state.</p>	<p><b>SE:</b> African Americans Demand Rights, 216; Native Americans and Women, 217; Puerto Ricans in New York, 219; Citizens and Local Government, 228–231; New York Citizenship, 238; Electing Leaders, 242–243 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 161, 162, 170–172, 181</p>	<p><b>TG:</b> Unit 1: Mod A: Science Squad: Porpoises in Peril; “Fragile Frogs”</p>

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<p><b>Grade 4: New York State and Local History and Government</b></p>		
<p>Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the state’s history from before the European colonial era to the modern period. The key ideas allow teachers to make connections to present-day New York and the local community. Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 4.4 Government and 4.6 Westward Movement and Industrialization.</p>		
<p><b>4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard: 3; Theme: GEO)</b></p>		
<p>4.1a Physical and thematic maps can be used to explore New York State’s diverse geography.</p>	<p><b>SE:</b> Map Skills: Interpret Physical Maps, 10–11; Maps and map activities, 5, 9, 14, 18, 33, 40, 47, 53, 54, 84, 101, 109, 111, 155, 218, 242, 263, 273 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 9, 10</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will be able to identify and map New York State’s major physical features including mountains, plateaus, rivers, lakes, and large bodies of water such as the Atlantic Ocean and Long Island Sound.</p>	<p><b>SE:</b> Map Skills: Interpret Physical Maps, 10–11; Maps and map activities, 9, 10, 14, 18, 218 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 8, 9, 10, 13, 16, 162</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>➤ Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate.</p>	<p><b>SE:</b> Map Skills: Interpret Physical Maps, 10–11; Maps and map activities, 10, 14, 18, 218 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 9, 10, 13, 16, 162</p>	<p>This standard falls outside of the course curriculum.</p>
<p>4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.</p>	<p><b>SE:</b> Maps and map activities, 53, 54, 101, 109, 111, 139, 155, 242, 273 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 77, 83, 84, 105, 117, 181, 204</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community.</p>	<p><b>SE:</b> Maps and Map activities: 9, 53, 54, 101, 109, 111, 139, 155, 242, 273 <b>TG:</b> Draw a map of New York showing how people interact with the environment, 18; Active Reading &amp; Lesson Summary pages, 41, 42, 77, 83, 84, 105, 117, 181, 204</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community using directionality, and latitude and longitude coordinates.</p>	<p><b>SE:</b> Maps and map activities, 53, 54, 101, 109, 111, 139, 155, 242, 273 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 41, 42, 77, 83, 84, 105, 117, 181, 204</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>➤ Students will use maps of a variety of scales including a map of the United States and the world to identify and locate the country and states that border New York State.</p>	<p><b>SE:</b> Maps and map activities, 101, 109, 111, 139, 155, 242 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 77, 83, 84, 105, 117, 181</p>	<p>This standard falls outside of the course curriculum.</p>
<p><b>4.2 NATIVE AMERICAN* GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)</b></p>		
<p>4.2a 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.</p>	<p><b>SE:</b> Algonquians of New York State, 30–37; The Iroquois League, 38–43; Europeans Explore New York, 44–49; The Dutch and the English, 52–57; A Growing Colony, 66–71; African Americans in Colonial New York, 72–77 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 25–29, 30–33, 34–37, 40–43, 51–54, 55–58</p>	<p><b>TG:</b> Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Poetry: “A Birchwood Canoe,” “Ring Around the World,” “Midwest”; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<p>➤ 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.</p>	<p><b>SE:</b> Algonquians of New York State, 30–37; The Iroquois League, 38–41 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 27–28, 30–32</p>	<p><b>TG:</b> Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Poetry: “A Birchwood Canoe,” “Midwest”; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>

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<p>➤ Students will investigate how Native Americans such as the Iroquois (Haudenosaunee) and the Algonquian speaking peoples adapted to and modified their environment to meet their needs and wants.</p>	<p><b>SE:</b> A New Way of Life, 33; Algonquians and the Seasons, 34–35; People of the Longhouse, 38-39 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 25–29, 30–33</p>	<p><b>TG:</b> Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Poetry: “A Birchwood Canoe; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<p>4.2b Native American groups developed specific patterns of organization and governance to manage their societies.</p>	<p><b>SE:</b> Algonquians Today, 37; Iroquois clans, 39; The Iroquois League, 40–41; The Iroquois Today, 42 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 25, 29, 30, 31, 32, 33</p>	<p><b>TG:</b> Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<p>➤ Students will compare and contrast the patterns of organization and governance of Native American groups such as the Iroquois (Haudenosaunee) and Lenape, including matrilineal clan structure, decision-making processes, and record keeping with a focus on local Native American groups.</p>	<p><b>SE:</b> Algonquians and the Seasons, 34-35; Cause and Effect: The Iroquois League, 43; also see: Algonquians Today, 37; Iroquois clans, 39; The Iroquois League, 40–41; The Iroquois Today, 42 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 25, 29, 30, 31, 32, 33</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>



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<p>4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.</p>	<p><b>SE:</b> A New Way of Life, 33; Algonquians and the Seasons, 34–35; The Iroquois League, 38–43 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 25–29, 30–33</p>	<p><b>TG:</b> Unit 2: Mod B: The Longest Night; “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<p>➤ Students will examine Native American traditions; job specialization the roles of men, women, and children in their society; transportation systems; and technology.</p>	<p><b>SE:</b> A New Way of Life, 33; Algonquians and the Seasons, 34–35; The Iroquois League, 38–43 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 25–29, 30–33</p>	<p><b>TG:</b> Unit 2: Mod B: The Longest Night; “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<p>➤ Students will examine contributions of Native Americans evident today.</p>	<p><b>SE:</b> Algonquians Today, 37; The Iroquois Today, 42 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 25, 29, 30, 33</p>	<p><b>TG:</b> For supporting material please see: Unit 2: Mod B: The Longest Night; “Northwest Coast People”; Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>

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<p><b>4.3 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. (Standards 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)</b></p>		
<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>	<p><b>SE:</b> Europeans Explore New York, 44–49; The Dutch and the English, 52–57; A Growing Colony, 66–71 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 34–37, 40–43, 51–54</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.</p>	<p><b>SE:</b> Sailing to New York, 46; Exploring New York, 47; Henry Hudson, 48 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 36, 37</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ 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>	<p><b>SE:</b> Columbian Exchange, 44–45; Trading Post, 47; The Dutch and the Native Americans, 53; A Trading Colony, 54–55 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 35, 36, 41, 42</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>4.3b Colonial New York became home to many different peoples including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.</p>	<p><b>SE:</b> The Dutch and the English, 52–57; A Growing Colony, 66–71; African Americans in Colonial New York, 72–77 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 40–43, 51–54, 55–58</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<p><b>SE:</b> The Dutch and the English, 52–57; A Growing Colony, 66–71; African Americans in Colonial New York, 72–77 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 40–43, 51–54, 55–58</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.</li> </ul>	<p><b>SE:</b> A Trading Colony, 54–55; Coming to New York, 68–69; A Mix of Cultures, 70–71; African Americans in Colonial New York, 72–77 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 42, 51, 53, 55–58</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.</li> </ul>	<p><b>SE:</b> Slavery and New York, 72-73; Enslaved Workers, 74-75; Unfair Laws and Slave Revolts, 76-77 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 55–58</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>4.3c In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.</p>	<p><b>SE:</b> French and Indian War, 100–101, 104, 121 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 76, 77, 79, 91</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<p>➤ Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important.</p>	<p><b>SE:</b> French and Indian War, 100–101 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 76, 77</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<p>➤ Students will examine the alliances between Native Americans and the English and between Native Americans and the French.</p>	<p><b>SE:</b> French and Indian War, 100–101 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 76, 77</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod B: Three Native Nations: Of the Woodlands, Plains, and Desert; Performance-Based Assessment: Opinion Task: Write About Native American Cultures, 392-399</p>
<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>	<p><b>SE:</b> The Revolution Begins, 100–105; Free and Independent States, 108–113; Winning the War, 114–119 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 76–79, 82–85, 86–89</p>	<p>This standard falls outside of the course curriculum.</p>

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<ul style="list-style-type: none"> <li>➤ Students will examine issues of political and economic rights that led to the American Revolution.</li> </ul>	<p><b>SE:</b> Trouble in the Colonies, 102–103; Critical Thinking: Compare Viewpoints, 106–107 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 76, 78, 80, 81</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<p><b>SE:</b> Free and Independent States, 108–113 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 82–85</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will explore why African Americans volunteered to fight with the British during the war.</li> </ul>	<p><b>SE:</b> Helping the War Effort, 117 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 88</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<p><b>SE:</b> Fighting for New York, 110–111; The Battle of Saratoga, 112–113 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 84, 85</p>	<p>This standard falls outside of the course curriculum.</p>

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<p><b>4.4 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)</b></p>		
<p>4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.</p>	<p><b>SE:</b> Forming a Government, 128–133 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 97–100</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the basic structure of the federal government, including the president, Congress, and the courts.</li> </ul>	<p><b>SE:</b> Forming a Government, 128–133; The National Government and New York, 240–243 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 97–100, 179–181</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government.</li> </ul>	<p><b>SE:</b> Forming a Government, 128–133; Citizens and Local Government, 228–231; New York State Government, 234–239; The National Government and New York, 240–243 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 97–100, 170–172, 175–178, 179–181</p>	<p>This standard falls outside of the course curriculum.</p>
<p>4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.</p>	<p><b>SE:</b> New York State Government, 234–239 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 175–178</p>	<p>This standard falls outside of the course curriculum.</p>

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<ul style="list-style-type: none"> <li>➤ Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used.</li> </ul>	<p><b>SE:</b> New York State Seal and the New York State flag, 234 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 176</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator, and the local assemblyperson should be identified.</li> </ul>	<p><b>SE:</b> New York State Government (chart and pre-reading activity), 235 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 176</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate the steps necessary for a bill to become a law in New York State.</li> </ul>	<p><b>SE:</b> How a Bill Becomes Law, 237 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 177</p>	<p>This standard falls outside of the course curriculum.</p>
<p>4.4c Government in New York is organized into counties, cities, towns, and villages.</p>	<p><b>SE:</b> The Structure of Local Government, 230; Review and Assessment, 245 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 172, 183</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will identify the county in which they live, noting where their city, town or village is within that county. OR</li> </ul>	<p><b>SE:</b> For supporting material please see: The Structure of Local Government, 230; Review and Assessment, 245 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 172, 183</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>➤ Students will identify the borough of New York City in which they live, and in which county the borough is located. (NOTE: Teachers choose the appropriate content specification based on the school location)</p>		<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will examine the structure of their local government and its relationship to state government. Students will be able to identify the elected leaders of their community.</p>	<p><b>SE:</b> The New York State Capitol: the Seat of State Government, 225–227; Citizens and Local Government, 228; The Structure of Local Government, 230; Review and Assessment, 245 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 167–169, 171, 172, 183</p>	<p>This standard falls outside of the course curriculum.</p>
<p>4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.</p>	<p><b>SE:</b> Bill of Rights, 131; Critical Thinking: Primary and Secondary Sources, 134–135; Citizenship, 229; New York Citizenship, 238 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 99, 101, 102, 171, 178</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will examine the rights and freedoms guaranteed to citizens.</p>	<p><b>SE:</b> Bill of Rights, 131; Critical Thinking: Primary and Secondary Sources, 134–135; Citizenship, 229; New York Citizenship, 238 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 99, 101, 102, 171, 178</p>	<p>This standard falls outside of the course curriculum.</p>



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<p>4.4e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.</p>	<p><b>SE:</b> Citizens and Local Government, 228–231; Collaboration and Creativity: Solve Problems, 232–233 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 170–172, 173, 174</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will learn their responsibilities as citizens such as obeying rules and laws (e.g., traffic safety, see something–say something, anti-bullying).</li> </ul>	<p><b>SE:</b> Citizens and Local Government, 228; Citizenship, 229 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 171</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.</li> </ul>	<p><b>SE:</b> Critical Thinking: Primary and Secondary Sources, 134–135; Citizenship, 229; New York Citizenship, 238 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 101, 102, 171, 178</p>	<p>This standard falls outside of the course curriculum.</p>
<p><b>4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)</b></p>		
<p>4.5a There were slaves in New York State. People worked to fight against slavery and for change.</p>	<p><b>SE:</b> African Americans in Colonial New York, 72–77; Harriet Tubman: A Brave Reformer, 147–149; The Abolitionist Movement, 168–169; The Underground Railroad, 170–171 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 55–58, 111–113, 127, 128</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>➤ Students will examine life as a slave in New York State.</p>	<p><b>SE:</b> African Americans in Colonial New York, 72–77; Harriet Tubman: A Brave Reformer, 147–149; The Abolitionist Movement, 168–169; The Underground Railroad, 170–171 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 55–58, 111–113, 127, 128</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.</p>	<p><b>SE:</b> Harriet Tubman: A Brave Reformer, 147–149; The Abolitionist Movement, 168–169; The Underground Railroad, 170–171; Harriet Tubman during the Civil War, 176 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 111–113, 127, 128</p>	<p><b>TG:</b> For opportunities to address see: Unit 1: Mod A: Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192-199; Mod B: Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392-399</p>
<p>4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.</p>	<p><b>SE:</b> Women’s Rights, 166–167 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 126</p>	<p><b>TG:</b> For opportunities to address see: Unit 1: Mod A: Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192-199; Mod B: Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392-399</p>
<p>➤ Students will examine the rights denied to women during the 1800s.</p>	<p><b>SE:</b> Women’s Rights, 166–167 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 126</p>	<p><b>TG:</b> For opportunities to address see: Unit 1: Mod B: Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392-399</p>

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<ul style="list-style-type: none"> <li>➤ Students will investigate people who took action to bring about change such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.</li> </ul>	<p><b>SE:</b> Women’s Rights, 166–167 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 126</p>	<p><b>TG:</b> For opportunities to address see: Unit 1: Mod A: Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192-199; Mod B: Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392-399</p>
<p>4.5c The United States became divided over several issues including slavery resulting in the Civil War. New York State supported the Union and played an important role in this war.</p>	<p><b>SE:</b> New York and the Civil War, 172–177; Review and Assessment, 179, 180; my Story Book, 181 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 129–132, 133, 134, 135</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will explore how New York State supported the Union during the Civil War providing soldiers, equipment, and food.</li> </ul>	<p><b>SE:</b> Women in the Civil War, 176 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 132</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will research a local community’s contribution to the Civil War effort using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.</li> </ul>	<p><b>SE:</b> For supporting material please see: New Yorkers who supported the war, 175; Women in the Civil War, 176 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 131</p>	<p><b>TG:</b> For opportunities to address see: Unit 1: Mod B: Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392-399</p>

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<p><b>4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)</b></p>		
<p>4.6a After the Revolution, New Yorkers began to move and settle further west, using roads many of which had begun as Native American trails.</p>	<p><b>SE:</b> New Ways to Travel, 150–155 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114–117</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will examine why people began to move west in New York State.</p>	<p><b>SE:</b> New Ways to Travel, 150–155 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114–117</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod A: “Pecos Bill”</p>
<p>➤ Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes.</p>	<p><b>SE:</b> New Ways to Travel, 150–155 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114–117</p>	<p>This standard falls outside of the course curriculum.</p>
<p>4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.</p>	<p><b>SE:</b> Erie Canal, 152–153; Transportation During the Industrial Revolution (map of New York), 155 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 116, 117</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>➤ Students will examine the physical features of New York State and determine where it might be easiest to build a canal, and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal.</p>	<p><b>SE:</b> Erie Canal, 152–153; Transportation During the Industrial Revolution (map of New York), 155 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 116, 117</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will examine how the development of the canal affected the Haudenosaunee nations.</p>	<p><b>SE:</b> For supporting material please see: Erie Canal, 152–153; Transportation During the Industrial Revolution (map of New York), 155 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 116, 117</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will locate and name at least five towns and four cities along the canal and identify major products shipped using the canal.</p>	<p><b>SE:</b> Erie Canal, 152–153; Transportation During the Industrial Revolution (map of New York), 155 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 116, 117</p>	<p>This standard falls outside of the course curriculum.</p>
<p>4.6c Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact on communities, the state, and the world.</p>	<p><b>SE:</b> New Ways to Travel, 150–155; The Industrial Revolution in New York, 156–157; New York’s Inventions, 158–159; Review and Assessment, 179 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114–117, 119, 120, 134</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod A: “John Henry”</p>

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<p>➤ Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities.</p>	<p><b>SE:</b> For supporting material please see: New Ways to Travel, 150-155 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114-117</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod A: "John Henry"</p>
<p>➤ Students will trace developments in transportation and communication technology from the 1800s to the present, noting the impact these changes had on their communities, the state, and the world.</p>	<p><b>SE:</b> New Ways to Travel, 150-155; The Industrial Revolution in New York, 156-157; New York's Inventions, 158-159; Review and Assessment, 179 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114-117, 119, 120, 134</p>	<p><b>TG:</b> For opportunities to address see: Unit 2: Mod A: "John Henry"; Unit 4: Mod B: Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>
<p>4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.</p>	<p><b>SE:</b> Resources of New York, 16-21; Industrial Revolution in New York, 156-157; Industry Grows, 186-191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 14-17, 119, 140-143</p>	<p><b>TG:</b> For opportunities to address see: Unit 4: Mod B: Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>
<p>➤ Students will examine New York State's key agricultural products during the 1800s and compare these to the key agricultural products of today.</p>	<p><b>SE:</b> Resources of New York, 16-21; Industrial Revolution in New York, 156-157; Working for Our Future, 256 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 14-17, 119, 192</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>➤ Students will explore which resources were extracted in New York State over time, the location of those resources, and the economic activities associated with those resources.</p>	<p><b>SE:</b> Resources of New York, 16–21; Industrial Revolution in New York, 156–157; Industry Grows, 186–191 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 14–17, 119, 140–143</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will examine the importance of New York City to the development of banking and finance in New York State and the United States.</p>	<p><b>SE:</b> New York Stock Exchange, 206–207; Financial District, 251 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 155, 188</p>	<p>This standard falls outside of the course curriculum.</p>
<p>4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.</p>	<p><b>SE:</b> New Ways to Travel, 150–155; The Industrial Revolution in New York, 156–157; New York’s Inventions, 158–159; Review and Assessment, 179; Industry Grows, 186–189 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114–117, 119, 120, 134, 140, 141, 142</p>	<p><b>TG:</b> For opportunities to address see: Unit 4: Mod B: Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>

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<p>➤ Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others as locally appropriate.</p>	<p><b>SE:</b> New Ways to Travel, 150–155; The Industrial Revolution in New York, 156–157; New York’s Inventions, 158–159; Review and Assessment, 179; Industry Grows, 186–189 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114–117, 119, 120, 134, 140, 141, 142</p>	<p><b>TG:</b> For opportunities to address see: Unit 1: Mod A: Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192-199; Mod B: Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392-399; Unit 3: Mod B: Performance-Based Assessment: Informative/Explanatory Task: Write a News Report, 392-399</p>
<p>4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.</p>	<p><b>SE:</b> Railroads, 154; Transportation During the Industrial Revolution (map of New York), 155; The Industrial Revolution in New York, 156–157; New York’s Inventions, 158–159; Review and Assessment, 179; Industry Grows, 186–189 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114–117, 119, 120, 134, 140–143</p>	<p><b>TG:</b> For opportunities to address see: Unit 4: Mod B: A Tale of Two Poggles; Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>



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<p>➤ Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today.</p>	<p><b>SE:</b> Review and Assessment, 179; also see: Railroads, 154; Transportation During the Industrial Revolution (map of New York), 155; The Industrial Revolution in New York, 156–157; New York’s Inventions, 158–159; Industry Grows, 186–189 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 114–117, 119, 120, 134, 140–143</p>	<p><b>TG:</b> For opportunities to address see: Unit 4: Mod B: A Tale of Two Poggles; Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>
<p>4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.</p>	<p><b>SE:</b> Working for Our Future, 256; Moving Forward, Getting Smaller, 257 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 192</p>	<p><b>TG:</b> For opportunities to address see: Unit 4: Mod B: A Tale of Two Poggles; Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>
<p>➤ Students will examine how the economic activities in their local community have changed over the last 50 years.</p>	<p><b>SE:</b> Working for Our Future, 256; Got it?, 257; Review and Assessment, 278; myStory Book, 279 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 192, 208</p>	<p><b>TG:</b> For opportunities to address see: Unit 4: Mod B: A Tale of Two Poggles; Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>

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<p>➤ Students will investigate major economic activities in regions of New York State and create a map showing the major economic activities in Long Island, New York City, Lower Hudson Valley, Mid-Hudson Valley, Capital District, Adirondacks/North Country, Mohawk Valley/Central New York, Mid-West/Finger Lakes, Catskills, Southern Tier, and Western New York.</p>	<p><b>SE:</b> For supporting material please see: Resources of New York, 16–21; Working for Our Future, 256 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 14–17, 192</p>	<p><b>TG:</b> For opportunities to address see: Unit 4: Mod B: A Tale of Two Poggles; Performance-Based Assessment: Opinion Task: Write About Innovations, 392-399</p>
<p><b>4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)</b></p>		
<p>4.7a 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.</p>	<p><b>SE:</b> New York Immigrants, 161; Lillian Wald: Fighting for the Poor, 183–185; Coming to America, 194–199; Puerto Ricans in New York, 219; The People of New York, 262–267 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 121, 137–139, 146–149, 162, 196–199</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today, examining why they came and where they settled, noting the role of the Irish potato famine.</p>	<p><b>SE:</b> New York Immigrants, 161; Lillian Wald: Fighting for the Poor, 183–185; Coming to America, 194–199; The People of New York, 262–267 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 121, 137–139, 146–149, 196–199</p>	<p>This standard falls outside of the course curriculum.</p>

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<ul style="list-style-type: none"> <li>➤ Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.</li> </ul>	<p><b>SE:</b> Ellis Island, 194, 202 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 147, 152</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions.</li> </ul>	<p><b>SE:</b> Life in the 1800s, 160; New York Immigrants, 161; New Labor Laws, 198 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 121</p>	<p><b>TG:</b> For opportunities to address see: Unit 4: Mod B: A Tale of Two Poggles</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate the requirements for becoming a United States citizen.</li> </ul>	<p><b>SE:</b> Citizenship, 229 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 171</p>	<p>This standard falls outside of the course curriculum.</p>
<ul style="list-style-type: none"> <li>➤ Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them such as ethnic social clubs and fraternal support organizations.</li> </ul>	<p><b>SE:</b> For supporting material please see: New York Immigrants, 161; Coming to America, 194–199; Puerto Ricans in New York, 219; The Great Migration, 202; The Harlem Renaissance, 203; The People of New York, 262–267 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 121, 146–149, 162, 196–199</p>	<p><b>TG:</b> For opportunities to address see: Unit 1: Mod A: Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192–199; Mod B: Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392–399</p>
<p>4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.</p>	<p><b>SE:</b> The Great Migration, 202, 203 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 152</p>	<p>This standard falls outside of the course curriculum.</p>

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<p>➤ Students will investigate the reasons African Americans moved into northern cities.</p>	<p><b>SE:</b> The Great Migration, 202, 203 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 152</p>	<p>This standard falls outside of the course curriculum.</p>
<p>➤ Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.</p>	<p><b>SE:</b> Harlem Renaissance, 203, 260 <b>TG:</b> Active Reading &amp; Lesson Summary pages, 152, 195</p>	<p><b>TG:</b> For opportunities to address see: Unit 1: Mod A: Performance-Based Assessment: Narrative Task, Biographical Spotlight, 192-199; Mod B: Performance-Based Assessment: Informative/Explanatory Task, Create Infographic, 392-399</p>