

Scope and Sequence in the Garden: Social Studies

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KINDERGARTEN: SELF AND OTHERS

| UNIT | Unit 1: SCHOOL AND SCHOOL COMMUNITY: Citizens Understanding Civic Ideals and Practices (September - October) | Unit 2: SELF AND OTHERS: Individual Development and Cultural Identity (November – December) | Unit 3: GEOGRAPHY, PEOPLE and the ENVIRONMENT (January - March) | Unit 4: FAMILIES, CHANGE, AND TIME (April - June) |
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| ESSENTIAL QUESTIONS: Unit 1: What does it mean to be a member of a school community? Unit 2: How are people the same and different? Unit 3: What makes a community? Unit 4: How are families the same and different? | <p>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. (Standard 5)</p> <p>The School and Classroom Community ■ Classrooms are organized for student learning ■ Teachers are important to classrooms ■ Schools are special purpose buildings ■ A school community helps children learn ■ Many people work in schools and have different jobs and responsibilities ■ A school community helps in many ways (health, etc.) ■ Students help each other in many ways ■ A school is made up of diverse people and students ■ Members of a classroom deserve to be heard and deserve respect ■ School communities have missions, special songs, mottos</p> <p>Rights and Responsibilities K.4a, K.4b ■ Citizens are members of communities ■ Citizens have rights and responsibilities ■ Children have basic rights (as members of a family, school, community, nation, and world) ■ Children have classroom responsibilities ■ Considerate classmates are good citizens ■ Children have responsibilities at school and at home ■ People can be citizens of the school, neighborhood, and the United States</p> | <p>K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. (Standards 1, 5)</p> <p>Identity and Diversity K.1a, K.1b ■ People have physical characteristics: height, eye and hair color, age, race/ ethnicity, gender, etc. ■ People change over time ■ Individuals have likes, dislikes, talents and skills ■ Personal experiences help us connect to others (activities, traditions, celebrations, etc.) ■ Personal experiences are shared by family members and friends</p> <p>Self as Learner ■ Learning is important ■ People learn in different ways ■ People learn from families ■ Teachers help students learn ■ People have various talents and abilities ■ People change and grow as learners</p> <p>K.2 Children, families, and communities exhibit cultural similarities and differences. (Standards 1, 2)</p> <p>Developing Identity K.2a, K.2b, K.2c ■ People share common characteristics ■ People exhibit differences ■ People are unique and diverse ■</p> | <p>K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions. (Standards 1, 3, 4, 5)</p> <p>Geography K.6a, K.6b, K.6c ■ Places in the classroom can be located using directions ■ Places in the school and neighborhood can be located using directions ■ A globe represents the Earth ■ Maps can be used to represent places ■ Places and regions can be located on a map or globe ■ Schools are located in neighborhoods ■ Schools, communities, or neighborhoods can be represented and located on a map ■ New York City is made up of five boroughs ■ New York State is part of the United States ■ The United States is made up of many different states ■ The United States can be located on a map (states, land and water masses) ■</p> | <p>The Family Structure K.2a, K.2b, K.2c, K.3b ■ Families are important ■ Families are made up of members ■ Families can have a variety of structures (immediate and extended family) ■ Families are diverse ■ Family members may or may not live together ■ Families work together to solve problems ■ Families have diverse cultures and customs ■ Families share customs, beliefs, and values ■ Families celebrate in different ways ■ Families celebrate important days together (birthdays, Mother’s Day, etc.)</p> <p>K.9 People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. (Standard 4)</p> <p>Family Economic Needs and Wants K.9a, K.9b, K.9c ■ Family members have different jobs and responsibilities ■ Family members care for and help each other ■ Families have basic needs and wants (safety, economic decisions, etc.) ■ Family members rely on each other ■ Family members make choices to meet their needs and wants ■ Families plan for the future (schooling, finances, etc.) K.8 The past, present</p> |

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| | <p>K.5 Rules affect children and adults, and people make and change rules for many reasons. (Standard 5) Rules and Laws K.5a, K.5b, K.5c ■ Schools and classrooms have rules for all to follow ■ Rules are important ■ Rules and routines keep people safe and healthy ■ Children can help to create classroom rules ■ U.S. residents have rules and laws</p> | <p>People share ethnicity, culture and religion (Haitian-American, Jewish, African-American, etc.) ■ People speak a native language (English, Korean, Arabic, Spanish, etc.) K.3 Symbols and traditions help develop a shared culture and identity within the United States. (Standard 1) Citizenship and Shared Culture K.3a, K.3b ■ The United States is comprised of diverse cultural groups ■ Cultural groups share traditions, beliefs, religions, and holidays ■ Important symbols of the U.S. (flag, Liberty Bell, bald eagle, etc.) ■ U.S. residents recite the Pledge of Allegiance ■ The U.S. flag has parts (stars and stripes) ■ Americans share patriotic songs (“The Star Spangled Banner,” “This Land is Your Land,” “America the Beautiful”) ■ Communities/organizations identify/ elect leaders ■ The president is the leader of the U.S. ■ Washington D.C. is the capital of the U.S. ■ U.S. residents celebrate national holidays (Independence Day, Labor Day, Memorial Day, Thanksgiving, etc.)</p> | <p>Schools, neighborhoods, cities are part of the United States Features of Communities K.6b, K.6c ■ Communities have unique features and special purpose buildings (homes, schools, businesses, places of worship, libraries, parks, leaders, police/fire station, museums, hospitals) ■ Communities have rules and routines (garbage collection, street signs, crossing the street) ■ Communities have history ■ Communities change over time ■ Communities have landmarks, monuments, and architecture ■ Communities have forms of transportation ■ Communities have local organizations People and Neighborhoods K.6 ■ A neighborhood is made up of many different families ■ Neighborhoods reflect the languages and traditions of the people who live there ■ Residents are people who live in neighborhoods ■ Residents pay for goods and services ■ People work in neighborhoods and have different jobs and responsibilities (police, store owners, sanitation workers, firefighters) ■ People in neighborhoods rely on each other for goods, services, and assistance ■ People deserve respect and understanding ■ A neighborhood/community is part of a borough K.7 People and communities are affected by and adapt to their physical environment. (Standard 3) ■ Physical environment affects the way people live ■ Physical features of a community can be changed by climate, weather ■ People can change their environment</p> | <p>and future describe points in time and help us examine and understand events. (Standards 1, 2) Family History K.8a, K.8b ■ All families have a history or past ■ Families recount events using sequence words (first, yesterday, last year, etc.) ■ Families change over time ■ Family history can be shared (names, family trees, letters, old photographs, etc.) ■ Family histories can be recorded ■ Families have a cultural heritage ■ Family histories may have started in other states/countries ■ Family stories are passed down from one generation to another ■ Families share folktales, legends, oral histories, and music ■ Families have traditional foods/recipes that reflect their culture ■ Families share traditions</p> |
| <p>GARDEN LESSON PLAN or IDEA</p> | | <ul style="list-style-type: none"> ● Agriculture & Me ● Source Search - game demonstrating how ag provides nearly all everyday products | <ul style="list-style-type: none"> ● Agriculture & Me ● Let's Go Shopping! - explore needs vs. wants, goods vs. services, and producers vs. consumers ● | <ul style="list-style-type: none"> ● A Day Without Agriculture - explore wants vs. needs and ag products used in daily life |

1st Grade: My Family and Other Families, Now and Long Ago

| UNIT | Unit 1: FAMILIES AND COMMUNITIES ARE IMPORTANT (September - October) | Unit 2: FAMILIES, NOW AND LONG AGO (November - December) | Unit 3: THE COMMUNITY (January - March) | Unit 4: COMMUNITY ECONOMICS (April – June) |
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| <p>ESSENTIAL QUESTIONS: Unit 1: Why are families important and how do they influence who we are? Unit 2: How do families grow and change over time? Unit 3: What is a community? Unit 4: How do jobs and money affect communities?</p> | <p>1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community. (Standards 1, 4)</p> <p>Families are both similar and different 1.1a, 1.1c ■ Families are important basic units of all societies ■ Families are diverse ■ Families can be found in communities around the world ■ Families have different structures (nuclear, extended family) ■ Families are multigenerational (great grandparents, grandparents, etc.) ■ Families teach values and influence family members ■ Families are both the same and different in many ways ■ Families members provide for and care for each other in a variety of ways ■ Families have and provide for needs and wants ■ Families have rules and routines ■ Family members have various roles, jobs and responsibilities ■ Families share work and leisure time ■ Families have cultural similarities and differences</p> <p>Family Traditions 1.1b ■ Traditions are an important part of a family’s culture ■ Families pass on knowledge, customs, language, traditions ■ Families influence the language(s) spoken at home ■ Families celebrate in many ways ■ Families live in different kinds of communities</p> <p>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity (Standards 1, 5)</p> <p>History and American Culture 1.2a, 1.2b ■ Different events and people shape a community and a country’s history ■ Communities and the United States have key historic figures and leaders ■ A community has historic significance ■ People in communities create monuments to commemorate important people and events (then and now) ■ Historical events are told through stories, folklore ■ National holidays are celebrated (Martin Luther King, Jr. Day, Labor Day, Constitution Day, Columbus Day) ■ People show honor for their community, city, state, and nation by respecting the flag, reciting the Pledge of Allegiance and singing patriotic songs ■ People show honor by respecting elders, learning</p> | <p>1.7 Families have a past and change over time. There are different types of documents that relate family histories. (Standards 1, 2)</p> <p>Families Then and Now (Compare/ contrast families today with families of long ago) 1.7a, 1.7b, 1.7c, 1.7d ■ Families have existed for a long time ■ Families lived in other places and at different times ■ Family growth and change can be documented (growth charts, photographs, videos, etc.) ■ Families change over time ■ Family history can be plotted on a timeline ■ Family history and events can be described in days, weeks, months, years and seasons ■ Families of long ago share similarities and differences with families today</p> <p>1.8 Historical sources reveal information about how life in the past differs from the present. (Standards 1, 2)</p> <p>Looking at Change 1.8a ■ Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers) – types of homes, buildings, architecture – clothing styles – travel and transportation – jobs – food and cooking – play and leisure time – technology – schools – population – role of women and children</p> <p>Family History 1.8a, 1.8b ■ All families have a history (family members, family trees, photographs) ■ The way families record their history changes over time (letters, photographs, videotapes) ■ Families share a cultural heritage (songs, dances, food, costumes, stories, etc.) ■ Family history is told through stories that are passed from generation to generation ■ Family members share special folktales/legends, oral histories, biographies and legends from their culture with each other ■ Family values, traditions and beliefs are taught and passed from generation to generation</p> | <p>1.3 A citizen is a member of a community or group. Students are citizens of their local and global community. (Standard 5)</p> <p>Local and Global Communities 1.3a, 1.3b, 1.3c ■ People are citizens of a community, state, nation and the world ■ Citizens respect their community ■ Citizens participate in group or community activities ■ Members of communities, cities, states, and nations have rights and responsibilities ■ Responsible citizens respect others, behave honestly, help others, obey rules and laws, are informed and share resources ■ Citizens are members of their own community ■ Citizens protect and respect their own communities ■ Community workers (police, teachers, etc.) respect the rights of citizens ■ Citizens are members of the larger world community (global citizens) ■ Global citizens protect and respect the larger world community</p> <p>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups. (Standard 5)</p> <p>Local, state, and national rules, laws, and governments 1.4a, 1.4b, 1.4c ■ Rules and laws are created to protect people’s rights and their safety (home, school, community) ■ Rules and laws are different ■ Communities have and respect rules and laws ■ Rules and laws can be changed based on the needs of the community ■ Laws protect rights and freedoms of individuals and groups ■ Local, state and national levels of government exist to create and enforce laws, and help resolve conflicts ■ Governments have varied roles and responsibilities ■ Citizens help to form their government ■ People elect officials to represent them ■ People participate in the democratic process by voting responsibly ■ New York City has various levels of leadership (mayors, borough presidents, city council members) ■ Students can help solve problems, make decisions, and resolve conflicts in their homes, schools, and communities</p> <p>1.5 The location and place of physical features and man-made structures can be described and</p> | <p>1.9 People have many economic wants and needs, but limited resources with which to obtain them. (Standard 4)</p> <p>Community Economics 1.9a, 1.9b, 1.9c ■ Communities meet people’s needs ■ Families and communities make choices about wants, needs and scarce resources ■ People in communities conserve resources (recycling, etc.) ■ Governments provide assistance to families and communities ■ Scarcity happens when people’s wants exceed their resources ■ People use tools, science and technology to meet their needs</p> <p>1.10 People make economic choices as producers and consumers of goods and services. (Standard 4)</p> <p>Goods and services provide for needs and wants 1.10a, 1.10b, 1.10c, 1.10d ■ Goods are things we buy (books, clothing, shoes) ■ Producers make goods or provide services for others ■ Consumers use goods and services to meet their needs ■ People purchase goods in communities ■ People in communities work to earn money to provide for their needs and wants ■ People make decisions about spending and saving money</p> <p>Community Workers 1.10b, 1.10c (Standards 4, 5) ■ People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) ■ Community workers use tools and resources to provide services in a community ■ Community workers are diverse and work with one another ■ People in the community help their neighbors in emergencies ■ Communities develop new needs and resources, jobs</p> |

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| | <p>about and celebrating community, state and American history, events, places, people and culture</p> | | <p>interpreted using symbols and geographic vocabulary. (Standard 3) Maps and Map Skills 1.5a, 1.5b, 1.5c ■ Maps give different types of information ■ Maps and map tools help people to move from one place to another ■ Maps have special features and symbols (compass rose, keys, legend) ■ Maps are used to locate important places (monuments, parks, public buildings) ■ Locations can be described using cardinal directions (north, south, east, west) ■ Cardinal directions can be used to locate places and physical features ■ Symbols represent places and can be used to locate geographic features and physical characteristics</p> <p>1.6 People and communities depend on and modify their physical environments in order to meet basic needs. (Standard 3) Communities Meet People's Needs 1.6a, 1.6b, 1.6c ■ There are natural and man-made resources in communities ■ People and communities have basic needs to survive ■ People rely on natural resources to meet basic needs (water, food, air) ■ Natural resources are found in the physical environment ■ Communities are influenced by geography ■ Some communities have more natural resources than others ■ Communities modify the environment to meet basic needs ■ Communities create man-made resources to meet needs and wants (dams, bridges, parks, dwellings) ■ People's actions can affect the environment in negative or positive ways</p> | |
| <p>GARDEN LESSON PLAN or IDEA</p> | | | <ul style="list-style-type: none"> ● "Food in our Neighborhood" and "The Curious Garden" ● Let's Go Shopping! - explore needs vs. wants, goods vs. services, and producers vs. consumers ● Source Search - game demonstrating how ag provides nearly all everyday products | <ul style="list-style-type: none"> ● A Day Without Agriculture - explore wants vs. needs and ag products used in daily life ● Agriculture & Me ● My Farm Web - role of ag in daily life & how most necessities of life can be traced back to the farm ● Source Search - game demonstrating how ag provides nearly all everyday products ● |

2nd Grade: My Community and Other Communities

| UNIT | Unit 1: OUR COMMUNITY'S GEOGRAPHY (September - October) | Unit 2: NEW YORK CITY OVER TIME (November - December) | Unit 3: URBAN, SUBURBAN, AND RURAL COMMUNITIES (January - March) | Unit 4: RIGHTS, RULES, AND RESPONSIBILITIES (April – June) |
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| <p>ESSENTIAL QUESTIONS</p> <p>Unit 1: How does geography influence where people live and why?</p> <p>Unit 2: How and why do communities change over time?</p> <p>Unit 3: How are communities the same and different?</p> <p>Unit 4: What is government and why do people need laws?</p> | <p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves. (Standard 3)</p> <p>Geographic Features 2.5a, 2.5d ■ Maps and globes have special features (symbols, map legends) ■ Maps provide information and have special purposes ■ There are many different kinds of maps ■ People who make maps use special tools ■ Locations can be described using cardinal directions (north, south, east, west) ■ Locations can be described using intermediate directions (northeast, southeast, northwest, southwest) ■ A community's location is relative to other communities ■ Major physical features of New York City, New York State and the U.S. can be located on a map ■ Landforms, bodies of water, hemisphere, continent, country, and states can be located on maps ■ Urban, rural, and suburban communities can be located on a map ■ Geographic characteristics of communities can be described using symbols and map legends</p> <p>Influence of physical features on the development of different communities 2.5b ■ Communities use human and natural resources in different ways ■ Geographic features influence how and where communities develop ■ Physical features and natural resources may affect how people provide for their needs ■ Places have geographic and political boundaries</p> <p>Humans modify their environments 2.5c ■ People adapt and make changes to the environment in positive and negative ways (housing, transportation systems, schools, marketplaces, and recreation areas) ■ Environmental factors influence the lifestyles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation)</p> <p>Geography of New York City 2.5a, 2.5b, 2.5c ■ People can read maps to learn about New York City ■ New York City has many geographical features (canals, rivers, hills) ■ New York City residents are influenced by geography (travel, jobs, architecture, etc.) ■ New York City has both a physical and cultural landscape ■ New York City has a unique landscape made up of many islands, large and small,</p> | <p>2.6 Identifying continuities and changes over time can help understand historical developments. (Standard 1)</p> <p>Changes over time 2.6a, 2.6b ■ Changes over time can be described using dates and timelines ■ Changes over time can be examined by using evidence such as maps, population charts, photographs, paintings, newspapers, biographies, and other historical artifacts ■ New York City has changed over time and will continue to change in the future ■ The architectural landscape of New York City includes old and new features (historic buildings, skyscrapers)</p> <p>2.7 Cause-and-effect relationships help us recount events and understand historical development. (Standard 1) 2.7a ■ New York City in the 1600's was inhabited by various Native American peoples ■ Famous explorers arrived in present day New York City (Henry Hudson) ■ The Dutch and English influenced the development of early New Amsterdam, New York City ■ New York City changed and grew during the 1700's, 1800's, 1900's –</p> <p>Physical environment –</p> <p>Population/immigration/migration – Size, shape, homes and buildings – Use of natural resources – Methods of transportation – Jobs and industry – Technological advances –</p> <p>Evolution of communities and neighborhoods</p> | <p>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities. (Standards 1, 3)</p> <p>Kinds of Communities 2.1a, 2.1b, 2.1c, 2.1d ■ Communities can be characterized as urban, rural, or suburban ■ Features of urban, rural, and suburban communities are different ■ Population density and use of the land distinguish types of communities ■ Types of transportation in rural and urban communities may be different ■ Activities in urban, suburban, and rural communities are different ■ Communities affect people's development and identity ■ Urban, rural, and suburban communities have special events, people, traditions, practices, and ideas ■ There are advantages and disadvantages to living in urban, suburban, and rural communities Migration patterns exist in all communities (urban to suburban, suburban to rural, etc.)</p> <p>2.2 People share similarities and differences with others in their own community and with other communities. 2.2a, 2.2b (Standards 1, 2, 3) ■ Communities are diverse ■ Urban, suburban, and rural communities embrace traditions and celebrate holidays ■ Community events may reflect the community's cultural diversity ■ Community events promote a common community identity ■ A community is strengthened by the diversity of its members</p> <p>FOCUS: Comparative case study of urban, suburban, and rural communities 2.1a, 2.1b, 2.1c Rural Communities ■ Rural communities have large areas of open land and smaller populations than suburban or urban communities ■ Rural communities are often far from each other, big towns or cities ■ People in rural areas may work where they live ■ Agriculture is an industry in rural communities ■ Vegetation and wildlife may be more abundant in rural areas Rural areas may have limited public services (hospitals, police, public transportation, etc.)</p> | <p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities. (Standard 5)</p> <p>Principles of Democracy 2.3a, 2.3b ■ The United States was founded on democratic principles (dignity for all, equality, fairness, respect for authority and rules) ■ Government is established to protect the rights of citizens, promote fairness, and keep people safe</p> <p>Election Process 2.3c, 2.4a, 2.4b ■ Holding elections and voting are examples of democracy ■ Local leaders are elected (mayor, city council, comptroller, borough president) ■ State and national leaders are elected (governor, senators, president) ■ There is a process for elections and voting (schools, communities, New York State, nation)</p> <p>National Symbols 2.3d ■ Community members are united by symbols of citizenship (the U.S. flag and its display and use, the Pledge of Allegiance, and national holidays)</p> <p>There are symbols of American democracy (bald eagle, Statue of Liberty, White House, and Mount Rushmore)</p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service. (Standard 5)</p> <p>Communities and Government 2.4a, 2.4b, 2.4c ■ Communities need rules and laws to solve problems and resolve conflicts ■ Community leaders make, enforce, and interpret fair rules and laws ■ Community leaders represent the needs of the community to the neighborhood, borough, city, state, etc. ■ People need rules for the use of community resources ■ Rules and laws have changed over time to meet the needs of community members ■ Citizens provide service to their community in a variety of ways</p> <p>FOCUS: Case study of local New York City government 2.4a, 2.4b ■ The three branches of government in New York City ■ Local leaders ■ City government departments (Department of Education, Transportation, Health, etc.)</p> <p>Government buildings and their functions (City</p> |

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| | <p>inhabited and uninhabited ■ Waterways are important to New York City ■ New York City has a unique landscape ■ New York City has vegetation and wildlife</p> | | <p>Suburban Communities ■ Suburban communities are residential towns on the outskirts of a city or a large town ■ Suburban homes are generally on smaller areas of land than rural homes ■ Suburban homes are usually located in neighborhoods ■ Suburbs have lower populations than urban communities ■ People in suburbs often commute to cities for work ■ U.S. suburbs are growing</p> <p>New York City as an Urban Community ■ New York City has a large population with large buildings in close proximity ■ Features of New York City include skyscrapers, apartment buildings, factories, offices, row houses, etc. ■ The 5 boroughs make up New York City ■ New York City communities are connected by a system of bridges and tunnels ■ People in New York City travel in a variety of ways (subway, bus, car, ferry, tram, etc.) There are many different types of industry in New York City (tourism, manufacturing, financial, etc.) ■ People all over the world visit New York City ■ New York City remains connected to its historical heritage (street and place names, old buildings, parades, museums, historical re-enactments, etc.) ■ New York City is made up of neighborhoods that reflect diversity (Flushing’s Chinatown, Harlem, Brownsville, Woodlawn, El Barrio, Bronx’s Little Italy, etc.) ■ New York City has many cultural institutions (museums, historical societies, libraries, schools) ■ New York City has many parks and recreational areas</p> | <p>Hall, courts, post office, etc.) ■ City Council is the law-making body of New York City government. ■ Local government’s relationship to national government ■ New York City’s relationship to global leaders (United Nations)</p> <p>2.8 Communities face different challenges in meeting their needs and wants. (Standard 4)</p> <p>Availability of Resources 2.8a, 2.8b, 2.8c, 2.8d ■ Availability of resources to meet basic needs varies across urban, suburban, and rural communities ■ Stores and other services are more abundant in urban communities ■ Urban and suburban areas have more access to transportation ■ People make decisions to buy, sell and use money based on their needs and wants ■ Scarcity requires people to make choices about costs and spending money ■ Problems arise when people want more than the community can provide (scarcity) ■ Taxes are collected to provide communities with goods and services</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants. (Standards 4, 5)</p> <p>Goods and Services 2.9a, 2.9b, 2.9c ■ There are differences between goods and services ■ There are goods and services specific to New York City ■ Community resources provide communities with services (library, hospital, playground, etc.) ■ Members of a community specialize in different types of jobs that provide services to the community (fire fighters, police officers, sanitation workers, teachers, etc.) ■ Communities share services and resources with other communities</p> |
| <p>GARDEN LESSON PLAN or IDEA</p> | <ul style="list-style-type: none"> ● A Day Without Agriculture - explore wants vs. needs and ag products used in daily life ● Let's Go Shopping! - explore needs vs. wants, goods vs. services, and producers vs. consumers | | <ul style="list-style-type: none"> ● Let's Go Shopping! - explore needs vs. wants, goods vs. services, and producers vs. consumers ● A Day Without Agriculture - explore wants vs. needs and ag products used in daily life ● My Farm Web - role of ag in daily life & how most necessities of life can be traced back to the farm ● | <ul style="list-style-type: none"> ● A Day Without Agriculture - explore wants vs. needs and ag products used in daily life ● Let's Go Shopping! - explore needs vs. wants, goods vs. services, and producers vs. consumers ● My Farm Web - role of ag in daily life & how most necessities of life can be traced back to the farm |

3rd Grade: Communities Around the World

| UNIT | Unit 1: Introduction to World Geography and World Communities (September - October) | Unit 2-7: Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia. Teacher should select 3-6 World Communities to Study that Reflect divers Regions of the World (November - June) | | | |
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| <p>ESSENTIAL QUESTION Unit 1: Why does geography matter? Unit 2 – 7: How do culture, geography, and history shape a community? How are world communities the same? How are they different?</p> | <p>3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools. (Standard 3) Geography 3.1a, 3.1b ■ Hemispheres, continents, and countries can be located on world maps and globes ■ Geographic features (oceans, rivers, mountains, etc.) ■ Kinds of maps (political, physical, vegetation, and resource) ■ Structural features of maps (title, legend or key, compass orientation, author, date, and grid) ■ Scale (continent vs. country, country vs. city) ■ Photographs and satellite images compared with other representations of same area ■ Places can be located using cardinal and intermediate directions 3.2 The location of world communities can be described using geographic tools and vocabulary. (Standard 3) ■ World communities can be located on globes and maps ■ Places be located relative to the Equator and Prime Meridian (latitude, and longitude) 3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs. (Standard 3) The Environment 3.3a, 3.3b ■ Physical features and climate affect settlement and population growth ■ Geographic factors influence lifestyle ■ People adapt to the environment ■ Communities use human and natural resources to meet needs in different ways ■ Science, technology, and industry ■ Results of technology and advancements ■ Environmental protection 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays. (Standard 2) 3.5 Communities share cultural similarities and differences across the world. (Standard 2) Culture 3.4a, 3.4b, 3.5a, 3.5b ■ All countries and civilizations have culture ■ Culture encompasses all that people do,</p> | <p>Sample Case Study A Community: Nigeria Geographic location 3.2a, 3.2b ■ Location of Nigeria ■ Location of Africa and Nigeria in relation to oceans, continents, and the United States ■ Distance in relation to parallels and meridians using cardinal and intermediate directions ■ Satellite images of Nigeria Geographic features 3.3a, 3.3b ■ Environmental regions (savanna, tropical rainforests and coastal wetlands) ■ Plateaus (Mambilla and Jos) ■ Rivers (Niger and Benue) ■ Niger Delta ■ Rural and urban areas ■ Semiarid savanna grasslands ■ Climates and air masses ■ Vegetation zones Culture 3.4a, 3.4b, 3.5a, 3.5b ■ Settlements and population growth ■ National symbols (flag, national anthem) ■ Legacy of traditional culture – Arts (bronze castings, woodcarvings, terra-cotta sculptures) – Music (Juju) ■ Sports ■ Cultural groups (Fulani, Ijaw, Kanuri, Ibibio, Tiv, Edo, Ibo) ■ Food, clothing, and homes ■ Gender roles ■ Schools (mission schools) ■ Languages (English, Hausa, Igbo, Yoruba, Fulani, and hundreds of tribal languages) ■ Religious beliefs (Islam, Christianity), customs, traditions and practices ■ National and religious holidays, festivals ■ Myths and legends ■ National Parks (Yankari and Cross River) ■ Key events and people in history – Nok culture – Muslim Fulani empire – British control – Independence from Britain – Leaders past and present 3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2) Cultural exchange 3.6a ■ Contributions to Nigeria – machinery, transportation</p> | <p>Sample Case Study B Community: Egypt Geographic location 3.2a, 3.2b ■ Location of Egypt ■ Location of Africa and Egypt in relation to oceans, continents and the United States ■ Distance in relation to parallels and meridians using cardinal and intermediate directions ■ Satellite images of Egypt Geographic features 3.3a, 3.3b ■ Lack of arable land ■ Nile River annual flooding ■ Building of the Aswan Dam, Suez Canal ■ Libyan and Sahara Deserts ■ Agriculture, manufacturing and tourism ■ Growth of cities ■ Climates and air masses ■ Vegetation zones Culture and Civilization 3.4a, 3.4b, 3.5a, 3.5b ■ Settlements and population growth ■ National symbols (flag, national anthem) ■ Legacy of traditional culture (art, architecture, music) ■ Sports ■ Diverse cultural and religious groups ■ Food, clothing, and homes ■ Gender roles ■ Schools ■ Languages (Arabic) ■ Religious beliefs (Sunni Islam, Sufi & Shia Islam, and Coptic Orthodox Christianity), customs, traditions and practices ■ National and religious holidays (Ramadan, Coptic Spring Festival, holy days of Sufi and Coptic Saints) ■ Myths and legends ■ Key events and people in history – Egyptian civilization – Pyramids, hieroglyphs, mummification – Views of the afterlife Rosetta Stone – British in Egypt –</p> | <p>Sample Case Study C Community: People’s Republic of China Geographic location 3.2a, 3.2b ■ Location of China ■ Location of Asia and China in relation to oceans, seas, continents and the United States ■ Distance in relation to parallels and meridians using cardinal and intermediate directions ■ Satellite images of China Geographic features 3.3a, 3.3b ■ Ecological regions (boreal, temperate, tropical, subtropical) ■ Mountains and plateaus ■ Rivers (Yellow and Yangtze) ■ Rural and urban areas ■ Desert, forest, floodplain, grasslands, mountainous, steppe, 9,000 miles of coastline Impact of climate on settlement patterns (current and ancient) ■ Vegetation zones ■ Ancient (Grand Canal, The Great Wall, Silk Roads) ■ Environmental challenges (urbanization, overpopulation, over-mining, air pollution) Culture and Civilization 3.4a, 3.4b, 3.5a, 3.5b ■ Settlements and population growth ■ Leaders past and present ■ National symbols (flag, national anthem) ■ Legacy of traditional culture – Arts (jade ornaments, pottery, porcelain, paper cutting, calligraphy, folding screens, woodblock prints, landscape paintings) – Music (Chinese (Beijing) opera, traditional Chinese instruments, folk songs) ■ Sports ■ Cultural groups (Han, many ethnicities) ■ Food, clothing, and homes ■ Gender roles Schools (state run public education) ■ Languages (Cantonese, Mandarin) ■ Religious beliefs (Buddhism, NeoConfucianism, Taoism), customs, traditions and practices ■ National and religious holidays, festivals (Lunar New Year) ■ Myths and legends ■ National Parks (Jiuzhai Valley Huanglong, Guilin-Lijiang River, Huangshan Mountains) ■ Key events and people in history – Confucius develops Confucianism – Kublai Khan restored the Silk Roads – Zheng He commands large fleet of junks – Leaders past and present</p> | <p>Sample Case Study D Community: Peru Geographic location 3.2a, 3.2b ■ Location of Peru ■ Location of South America and Peru in relation to oceans, continents, and the United States ■ Distance in relation to parallels and meridians using cardinal and intermediate directions ■ Satellite images of Peru Geographic features 3.3a, 3.3b ■ Regions: dry coastal plain (the Costa), Andes Mountains, Amazon Rainforest ■ Earthquake of 1970, El Niño 1983 ■ Rivers (Amazon, Ucayali, Madre) ■ Lakes, lagoons and waterfalls (Titicaca) ■ Cities and villages (Lima, Machu Picchu, Iquitos, Cuzco, Sacred Valley) ■ Climates and air masses ■ Vegetation zones Culture and Civilization 3.4a, 3.4b, 3.5a, 3.5b ■ National symbols (flag, national anthem, vicuña) ■ Legacy of traditional culture – Arts (Chavín vases and sculptures, Moche ceramics, Incas’ quipus) – Music (Andean Blues, Folklorico, Criollo, AfroPeruvian) ■ Sports ■ Cultural groups (Amerindian, Mestizo) ■ Food, clothing, and homes ■ Gender roles ■ Schools; few schools in the Amazon ■ Languages (Spanish, Quechua, Ayamara) ■ Religious beliefs (Christianity), customs, traditions and practices ■ National holidays and festivals (Independence Day - July 28, 1821, Festival of the Sun) ■ Myths and legends ■ National Parks (Huascarán) Key events and people in history – Early people (the Inca, the Chavín, the Moche, Chimú and the Nazca) – Independence from Spain, 1821 – War of the Pacific 1883 – Peace treaty signed with Ecuador, 1988 – Leaders past and present 3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2) Cultural exchange 3.6a ■ Contributions to Peru – Andean, Spanish and African music</p> |

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| <p>create, value, and believe ■ Cultures and civilizations develop and change over time ■ Countries and civilizations have cultural landscapes (pyramids, silos, windmills, skyscrapers) that include old and new features ■ Changes can be observed in a person's way of life, (transportation, homes, economy, form of government) ■ All peoples have rich cultural traditions that are passed down from generation to generation in a variety of ways ■ All peoples have beliefs, religion, traditions ■ All peoples provide for their needs in a variety of ways (foods, clothing, shelter)</p> <p>3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. (Standards 1, 2, 5) Rights and Responsibilities 3.8a, 3.8b, 3.8c ■ Issues of human rights ■ Responsibilities to protect human rights and treat others fairly ■ Steps people can take to support social action and change</p> | <p>equipment, manufactured goods ■ Contributions from Nigeria – leading producer of petroleum, iron, magnesium – adire (cloth dyeing), cloth weaving, tailors – farming, grazing – mahogany, ebony – transportation 3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. (Standard 5) Government 3.7a, 3.7b, 3.7c, 3.7d ■ Type of government (federal republic) ■ Branches of government (executive, legislative, judicial) ■ Process for selecting leaders ■ Role of the citizen ■ Capital (Abuja)</p> <p>3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. (Standards 1, 2, 5) Rights and Responsibilities 3.8a, 3.8b, 3.8c ■ Issues of human rights (prejudice and discrimination) ■ Protecting human rights and treating others fairly ■ Social action and change</p> <p>3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4) Meeting Needs and Wants 3.9a, 3.9b ■ Resources (petroleum, natural gas, iron, magnesium) ■ Surplus and scarcity of resources ■ Basic needs for food, clothing, and shelter</p> <p>3.10 Each community develops an economic system that addresses three questions: what will be produced, how it will be produced, and who will get what is produced? (Standard 4) Economic System 3.10a, 3.10b ■ Role of supply and demand ■ Agricultural production ■ Producer of petroleum ■ Import partnerships (United Kingdom, United States, Germany, France) ■ Manufacturing of steel, paper products, cloth, textiles, plywood ■ Organization of Petroleum Exporting Countries (OPEC)</p> | <p>Independence – Leaders past and present</p> <p>3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2) Cultural exchange 3.6a ■ Contributions to Egypt – Greeks and Romans culture, art, science, Library of Alexandria – Islamic science, architecture, literature, technology, archaeology ■ Contributions from Egypt – architecture – irrigation – medicine – centralized government – media</p> <p>3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. (Standard 5) Government 3.7a, 3.7b, 3.7c, 3.7d ■ Type of government (republic) ■ Branches of government (executive, legislative, judicial, military) ■ Process for selecting leaders ■ Role of the citizen ■ Capital (Cairo) ■ Major cities (Cairo, Alexandria, Giza)</p> <p>3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. (Standards 1, 2, 5) Rights and Responsibilities 3.8a, 3.8b, 3.8c ■ Issues of human rights (prejudice and discrimination) ■ Protecting human rights and treating others fairly ■ Social action and change</p> <p>3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4) Resources 3.9a, 3.9b ■ Uses available resources (coal, iron ore, petroleum, natural gas, mercury, tin, tungsten, aluminum, lead, zinc, rare earth elements, uranium, hydropower potential) ■ Surplus and scarcity of resources ■ Development of the Grand Canal ■ Silk Roads ■ Basic needs for food, clothing, and shelter</p> <p>3.10 Each community develops an economic system that addresses three</p> | <p>3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2) Cultural exchange 3.6a ■ Dynasties supported and limited trade and cultural diffusion (Han, Yuan, Ming) ■ Trade diasporas ■ Contributions to China – machinery, transportation equipment, manufactured goods, corn, peppers, squash ■ Contributions from China – gunpowder, machines, metals, paper, porcelain, silk, woodblock printing – compass – measurement of time – calligraphy – mining and ore processing (iron, steel, aluminum, and other metals, coal) – consumer products</p> <p>3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. (Standard 5) Government 3.7a, 3.7b, 3.7c, 3.7d ■ Type of government (Communist) ■ Branches (executive, legislative, judicial, and military) ■ Process for selecting leaders ■ Role of the citizen ■ Capital (Beijing)</p> <p>3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. (Standards 1, 2, 5) Meeting Needs and Wants 3.8a, 3.8b, 3.8c ■ Issues of human rights (prejudice and discrimination) ■ Protecting human rights and treating others fairly ■ Social action and change</p> <p>3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4) Resources 3.9a, 3.9b ■ Uses available resources (coal, iron ore, petroleum, natural gas, mercury, tin, tungsten, aluminum, lead, zinc, rare earth elements, uranium, hydropower potential) ■ Surplus and scarcity of resources ■ Development of the Grand Canal ■ Silk Roads ■ Basic needs for food, clothing, and shelter</p> <p>3.10 Each community develops an economic system that addresses three</p> | <p>and instruments ■ Contributions from Peru – silver work – pottery – tapestries and textiles</p> <p>3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. (Standard 5) Government 3.7a, 3.7b, 3.7c, 3.7d ■ Type of government (constitutional republic) ■ Branches of government (executive, legislative, judicial) ■ Process for selecting leaders ■ Alejandro Toledo Manrique, Peru's first Native Indian President (2001) ■ Role of the citizen ■ Capital (Lima)</p> <p>3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. (Standards 1, 2, 5) Rights and Responsibilities 3.8a, 3.8b, 3.8c ■ Issues of human rights (prejudice and discrimination) ■ Protecting human rights and treating others fairly ■ Social action and change</p> <p>3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4) Meeting Needs and Wants 3.9a, 3.9b ■ Resources (llamas and alpacas provide wool, meat, labor) ■ Exports (minerals: copper, gold, lead, silver, zinc, timber) ■ Surplus and scarcity of resources ■ Basic needs for food, clothing, and shelter</p> <p>3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? (Standard 4) Economic Systems 3.10a, 3.10b ■ Role of supply and demand ■ Goods produced (potatoes, fish, rice, coca leaves, petroleum, plastics, iron, steel) ■ Mineral production and the role of miners ■ Market-oriented economy ■ Imports (petroleum, plastics, chemicals) ■ Transportation (major highway projects) and communication ■ Agricultural and fishing industries</p> |
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| | | | <p>ways, forming the basis for their economy. (Standard 4) Meeting Needs and Wants 3.9a, 3.9b ■ Resources (coal, gas, oil, tourism) ■ Surplus and scarcity of resources ■ Basic needs for food, clothing, and shelter 3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? (Standard 4) Economic Systems 3.10a, 3.10b ■ Role of supply and demand ■ Goods, services, exports ■ Subsistence agriculture ■ Light manufacturing ■ Tourism ■ Irrigation</p> | <p>questions: what will be produced, how it will be produced, and who will get what is produced? (Standard 4) Economic System 3.10a, 3.10b ■ Role of supply and demand ■ Goods, services, exports ■ Agricultural and industrial production ■ Major international exporter and creditor ■ Import partnerships (United States, Europe Union, Japan, Brazil) ■ Control of trade via the Silk Roads ■ Control of sericulture</p> | |
| GARDEN LESSON PLAN or IDEA | <ul style="list-style-type: none"> • Steps to Create any History Walk in the Garden • Cultures, Food, and Communities Around the World • Esperanza Rising - on migrant workers, ag economies, impact of ag on rural communities, ag history, and how fruit & veg have been harvested historically • Powerful Potato - explore geography and world cultures by charting potato geography on world map | <ul style="list-style-type: none"> • Three Sisters (a Native American planting technique) • Cultures, Food, and Communities Around the World | <ul style="list-style-type: none"> • Ancient Technologies Walk in the Garden • Cultures, Food, and Communities Around the World | <ul style="list-style-type: none"> • Cultures, Food, and Communities Around the World | <ul style="list-style-type: none"> • Cultures, Food, and Communities Around the World |

4th Grade: New York State and Local History

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| UNIT | Unit 1: The Geography of New York State (September) | Unit 2: Native American: First Inhabitants of New York State (October) | Unit 3: Colonial and Revolutionary Periods (November - December) | Unit 4: Freedom and the New Nation: Federal, State and Local Government (January – March) | Unit 5: Making the empire State: Immigration, Industrialization and Westward Movement (April - June) |
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| <p>ESSENTIAL QUESTIONS</p> <p>Unit 1: Why does geography matter?</p> <p>Unit 2: What makes a complex society?</p> <p>Unit 3: What motivates people to explore and colonize other lands?</p> <p>Unit 4: What does it mean to be free?</p> <p>Unit 5: How do people, laws, and new technology shape a nation?</p> | <p>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) Geography 4.1a, 4.1b</p> <ul style="list-style-type: none"> ■ Location of New York State in relation to other states (countries/world/bodies of water and mountain ranges) <p>Physical geographic features of New York State and New York City ■ Mountains (Adirondack, Appalachian, Catskill) ■ Rivers (Allegheny, Bronx, Delaware, East, Genesee, Harlem, Hudson, Mohawk, Niagara, Richelieu, St. Lawrence, Susquehanna) ■ Bays (Jamaica, Lower and Upper New York Bay, Great South) slands (Fire, Long Island, Manhattan, Roosevelt, Governors, Liberty, Staten Island) ■ Lakes (Champlain, Erie, Finger, George, Ontario, Placid) ■ Allegheny Plateau, Atlantic Ocean, Long Island Sound, Niagara Falls, Palisades, Tug Hill Plateau</p> <p>Political geographic features of New York State and New York City ■ Borders (Canada, Connecticut, New Jersey, Massachusetts, Pennsylvania, Vermont) ■ Major cities (Albany, Buffalo, New York, Rochester, Syracuse, Yonkers) ■ Boroughs (Bronx, Brooklyn, Manhattan, Queens, Staten Island) ■ Climate of New York ■ Vegetation of New York ■ Topography of New York</p> | <p>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 Americans interacted with the environment and developed unique cultures. (Standards 1, 3, 5)</p> <p>First native inhabitants of New York State 4.2a, 4.2b, 4.2c ■ Algonquians, Iroquois (Haudenosaunee) ■ Geographic features influence</p> <ul style="list-style-type: none"> Location ■ Role of climate, Environment, animals, natural resources in the development of Native American cultures in New York State Organization and governance Ways of life, customs, beliefs, traditions and values Roles of men, women and children Technology, transportation Contributions evident today <p>FOCUS: Case study of a New York State Native American culture Example: The Lenape</p> <ul style="list-style-type: none"> ■ Belonged to the Algonquian group ■ Lived in Southern NY and along the Hudson River ■ Groups included: Munsee, Hackensack, Wappingers, Esopus, Massapequa, Canarsee, Minisink and Rockaways ■ Villages usually built on high ground near a river or stream ■ Lived in wigwams and longhouses ■ Fished, harvested crops and hunted ■ Used slash-and-burn methods to cultivate soil ■ Families were grouped into clans descending from the matrilineal side ■ Identified clans with animal signs ■ Assigned land to clans for their use, not ownership ■ Defined division of labor for men, women and children ■ Role of elders ■ Leaders (sachems), healers, and ceremonies ■ Myths and legends ■ Warfare with other Native Americans | <p>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)</p> <p>Exploration 4.3a ■ Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices, furs, conversion to Christianity)</p> <ul style="list-style-type: none"> ■ Exploring NY waterways, establishing trading posts and missions ■ Major explorers of New York (Henry Hudson, Giovanni da Verrazano, Adriaen Block, Samuel de Champlain) Three worlds interact: Europeans, Africans, and Native Americans <p>FOCUS: Case study of early New Amsterdam/New York 4.3b</p> <ul style="list-style-type: none"> ■ Dutch, English and French influences in New York State ■ Establishment of New Amsterdam by the Dutch West India Company ■ Growth of lower Manhattan ■ Dutch West India Company brings enslaved Africans to New Netherland ■ Key people in early New York City development (Peter Minuet, Adriaen Van Der Donck, Peter Stuyvesant) ■ British in New York ■ Differences between British rule of New York and Dutch rule ■ British expand the slave trade in New York ■ Lasting Dutch contributions <p>Life in the New York Colony 4.3b ■ Role of geography and the establishment of New York Colony</p> <ul style="list-style-type: none"> ■ Diversity in early New York (ethnic and religious, e.g., Jewish, French, Scottish, German) ■ Role of enslaved Africans in growth and development of New York | <p>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)</p> <p>Independence 4.4a, 4.4b, 4.4d ■ Role of New York in the development of the new nation ■ Foundations for a new government/ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New York State Constitutions) ■ Symbols and their meanings (NYS and NYC seal, eagle, flag)</p> <p>The Development of the Constitution 4.4a</p> <ul style="list-style-type: none"> ■ The Constitution as a framework for organizing government ■ A living document ■ The structure of the federal government including the president, Congress, and the courts ■ Changes and amendments ■ The Bill of Rights and individual liberties ■ The Peter Zenger Trial ■ Lack of inclusiveness (enslaved and free African Americans, women, the poor) ■ Key individuals/groups from New York who helped strengthen democracy in the U.S. ■ Individuals and groups protected by rights and freedom ■ Values, practices, and traditions that unite all Americans ■ Consequence of the absence of government <p>New York Government 4.4b, 4.4c ■ The roles and responsibilities of the branches of New York State and local government (checks and balances, parallels to federal system) ■ The process for electing or appointing government officials</p> <p>New York City officials 4.4c ■ New York City has a mayor council form of government</p> <ul style="list-style-type: none"> ■ The process for electing or appointing government officials ■ The mayor is the city's chief executive ■ City Council is the city's legislative body, making laws for the city ■ Members of the City Council, public advocate, comptroller, presidents of the five boroughs | <p>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)</p> <p>Improvements and inventions in transportation and communication 4.6a, 4.6b, 4.6c ■ Westward movement in New York State</p> <ul style="list-style-type: none"> ■ Improved travel on roads, including corduroy roads and turnpikes ■ Effect of geography on infrastructure ■ The Erie Canal joins the Hudson River and Lake Erie and Atlantic Ocean ■ The Erie Canal spurs growth and settlement ■ Transportation route to Central and Western United States ■ Development of steamboat, telegraph ■ Lower shipping costs ■ Early means of transportation in New York City and Brooklyn ■ Development of transportation and communication technology (1800s to the present) <p>Economic Activity in the Industrial Age 4.6d, 4.6f, 4.6g ■ Emergence of New York as an economic power</p> <ul style="list-style-type: none"> ■ Natural resources of New York State ■ Agricultural products of New York State ■ Role of New York City in the development of banking and finance in the U.S. ■ Industrial development in New York State and New York City ■ Labor and unions in New York City, New York State and the United States (1800s-the present) ■ Changes in the NYC economy 1950-present ■ Major economic activities in regions of New York State <p>New York State Entrepreneurs and Inventors 4.6e ■ Research people who made important contributions to business, technology, and New York State communities (Thomas Jennings, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf,</p> |
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| | | | <p>compared to life under Dutch ■ Colonial life in New York before the Revolutionary War ■ Social, economic and political conditions of diverse New York communities (ethnic and religious) before the war ■ Important accomplishments of individuals and groups living in New York ■ New York and the other colonies furnish England and the West Indies with raw materials, food, lumber, furs</p> <p>French and Indian War 4.3c ■ Competition between The French and British ■ Native American alliances Major battles fought in New York ■ Results of the war</p> <p>The American Revolution in New York City and New York State 4.3d ■ The colonists resist British Parliament's taxes (Sugar Act, Stamp Act, Townsend Acts, Tea Act) and restrictions (Proclamation of 1763) ■ Declaration of Independence as a key document of the American Revolution ■ Strategic role of and New York State and New York City in the Revolutionary War (geography, leaders, battles, key figures, role of African Americans, Native Americans and women) ■ Loyalist support, British occupation ■ Battle of Long Island ■ Battle of Saratoga ■ Evacuation Day, November 25, 1783 ■ Impact of the war on and New York State and New York City</p> | <p>Rights and Responsibilities as Citizens 4.4d, 4.4e ■ Citizens' rights and freedoms are guaranteed ■ Citizens obey rules and laws, including traffic safety and anti-bullying ■ Citizens vote, serve jury duty, perform community service</p> <p>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)</p> <p>Slaves in New York State 4.5a ■ Life as a slave in New York State ■ People worked to fight against slavery and for change ■ People who took action to abolish slavery (Samuel Cornish, Frederick Douglass, William Lloyd Garrison, John Brown, Albro Lyons, Charles Reason, Henry Highland Garnet, or Harriet Tubman) ■ Gradual Emancipation Laws</p> <p>Expanding Women's Rights 4.5b ■ Rights denied to women during the 1800s ■ People who took action to bring about change (Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, Elizabeth Blackwell) ■ Seneca Falls and the suffrage movement</p> <p>New York's role during the Civil War 4.5c ■ New York supported the Union providing soldiers, equipment, food ■ Local contributions to the Civil War effort ■ The Draft Riots</p> | <p>Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, or Elisha Otis)</p> <p>4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800'S 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)</p> <p>Urbanization in New York City ■ Development of new buildings ■ Mass transportation Building codes ■ Public health laws ■ Croton Aqueduct, modern sewer and water system ■ Professional fire department</p> <p>FOCUS: Case study of immigration/migration in New York City 4.7a ■ The Melting Pot vs. The Salad Bowl metaphors ■ Reasons for immigration to New York ■ Better living conditions ■ Great Irish Potato Famine ■ Land acquisition (Homestead Act) ■ Financial gain ■ Forced migration ■ War, politics, religion ■ Immigrant experiences in New York (during travel, Castle Garden, Ellis Island, life in America) ■ Contributions of immigrants (culture, recreation, food, language, labor, skills) ■ Waves of immigration to New York State (arrival of various groups 1800s, 1900s and today)</p> <p>Social impact of immigration/migration (labor movement and child labor) 4.7a ■ Effects of immigration/migration on New York City ■ New York City neighborhoods as ethnic enclaves ■ Triangle Shirtwaist Fire ■ Use of child labor ■ Formation of labor unions ■ Becoming a United States citizen</p> <p>African-American Migration 4.7b ■ Migration of freed slaves following the Civil War ■ Reasons African Americans moved into northern cities and The Great Migration ■ The artists,</p> |
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| | | | | | writers, and musicians associated with the Harlem Renaissance |
| GARDEN LESSON PLAN or IDEA | <ul style="list-style-type: none"> • Steps to Create any History Walk in the Garden • Right This Very Minute - on food production & farming w/ map of where US commodities are grown • King Cotton- impact of cotton industry on history & culture in the US • Powerful Potato - explore geography and world cultures by charting potato geography on world map • Where Does it Come From? - explore connection between geography and type of agriculture through commodities | <ul style="list-style-type: none"> • Three Sisters (a Native American planting technique) • The Lenape • Squanto's Ad Agency (the legacy of Native American Agriculture) | <ul style="list-style-type: none"> • Food Origins (Mexico to NY Trade) | <ul style="list-style-type: none"> • King Cotton- impact of cotton industry on history & culture in the US | <ul style="list-style-type: none"> • Esperanza Rising - on migrant workers, ag economies, impact of ag on rural communities, ag history, and how fruit & veg have been harvested historically • Powerful Potato - explore geography and world cultures by charting potato geography on world map |

5th Grade The Western Hemisphere

| UNIT | Unit 1: Geography and Early Societies of the Western Hemisphere (September – October) | Unit 2: European Exploration (November - December) | Unit 3: Comparative Case Study of Western Hemisphere Cultures (January - May) | | | | | Unit 4: The Western Hemisphere Today (June) |
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| ESSENTIAL QUESTIONS Unit 1: To what degree does geography determine culture? Unit 2: How do issues of power, wealth and morality influence | 5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the | 5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave | Required Country: Mexico Geography 5.4a, 5.4b, 5.4c ■ Geographic features (regions, states, rivers, mountains, deserts, landforms, oceans, seas, gulfs) ■ Regional characteristics: physical, political, economic, or cultural features ■ Physical, political and specialized | Required Country: United States Geography 5.4a, 5.4b, 5.4c ■ Geographic features (regions, states, rivers, mountains, deserts, landforms, oceans, seas, gulfs) ■ Regional characteristics: physical, political, economic, or cultural | Required Country: Canada Geography 5.4a, 5.4b, 5.4c ■ Geographic features (regions, provinces, territories, rivers, mountains, seas, oceans, lakes, tundra, glaciers, landforms) ■ Regional | Sample Country: Brazil Geography 5.4a, 5.4b, 5.4c ■ Geographic features (rivers, mountains, regions, states, deltas, rainforests, landforms) ■ Regional characteristics: physical, political, economic, or cultural features ■ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) ■ Physical | Sample Country: Dominican Republic Geography 5.4a, 5.4b, 5.4c ■ Geographic features (important rivers, ocean, sea, peninsula, mountains, regions, cities, landforms) ■ Regional characteristics: physical, political, economic, or cultural features ■ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) ■ Physical | Countries in the Western Hemisphere face a variety of concerns and issues specific to the region 5.5b ■ Environmental issues (loss of rain forests, availability of water, deforestation, endangered species, limited resources, air quality, pollution) ■ Immigration and emigration ■ Border disputes and national security ■ Trade ■ The rights of indigenous peoples FOCUS: Case Study of current regional issues of the Western Hemisphere 6.1d ■ Investigate a current issue that two or more Western Hemisphere countries are facing |

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| <p>exploration and colonization? Unit 3: How do key forces and events shape nations? Unit 4: How does an interdependent region meet the challenges of modern living?</p> | <p>physical environment. (Standard 3) Geography of the Western Hemisphere 5.4a, 5.4b ■ The Western Hemisphere can be located and represented using maps, globes, aerial and satellite photographs, and computer models ■ Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind and water) ■ The Western Hemisphere is divided into countries and regions ■ Continents, countries and regions of the Western Hemisphere can be organized by physical, political, economic or cultural features ■ Important physical features located in each region ■ Political boundaries of the hemisphere change over time and place The physical environment of the hemisphere influences and can be modified by human actions 5.4c ■ Patterns of human settlement ■ Patterns of economic activity by region ■ Physical, political and specialized maps (climate, vegetation, population, land use and resource distribution) can represent human</p> | <p>trade. (Standards 1, 2, 3, 4) European Exploration 5.3a ■ Early Viking exploration ■ Reasons for European exploration: trade routes, resources, wealth, power and glory ■ Line of Demarcation and Treaty of Tordesillas ■ Spain and Portugal explore the southern areas of the Americas (Christopher Columbus, Juan Ponce de Leon, Pedro Álvares Cabral, etc.) ■ England and the Netherlands explore the Atlantic coastline and waterways (Henry Hudson, Adriene Block and Sir Francis Drake) ■ France explores the waterways and lakes in the northern Americas (Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain, etc.) Colonization 5.3b, 5.3c ■ European exploration and the indigenous peoples ■ Native American views of newcomers ■ Conquests by Cortez and Pizarro ■ The Columbian Exchange ■ Effects of disease (smallpox, measles) and warfare ■ Fur trade in Canada ■ Netherlands, England, France, Spain, and Portugal establish colonies ■ Colonies established for religious, political, and</p> | <p>maps (climate, landforms, bodies of water, natural resources) ■ Physical environment influences human settlement, land use and economic activity 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards 1, 2) Key cultural characteristics 5.5a ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities Shared traditions with other Western Hemisphere nations Growth and Transformation ■ Independence from Spain (1821) ■ The Alamo and San Jacinto ■ Mexican-American War ■ Battle of Puebla (1862) and Cinco de Mayo ■ Mexican Revolution (1910) 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5) Government Structures and Functions 5.6a, 5.6b ■ Federal republic ■ Three branches: executive, legislative, and judicial ■ Political</p> | <p>features ■ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) ■ Physical environment influences human settlement, land use and economic activity 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards 1, 2) Key cultural characteristics 5.5a ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities ■ Shared traditions with other Western Hemisphere nations Growth and Transformation ■ Dissatisfaction with colonial rule and the road to revolution ■ Successes and challenges of the new government ■ Manifest Destiny and westward expansion in the United States during the 19th century ■ United States policy toward</p> | <p>characteristics: physical, political, economic, or cultural features ■ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) Physical environment influences human settlement, land use and economic activity 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards 1, 2) Key cultural characteristics 5.5a ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities ■ Shared traditions with other Western Hemisphere nations Growth and Transformation ■</p> | <p>environment influences human settlement, land use and economic activity 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards 1, 2) Key cultural characteristics 5.5a ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities ■ Shared traditions with other Western Hemisphere nations Growth and Transformation ■ Key events and people in the struggle for independence from Portugal ■ Empire of Brazil (1822) ■ Slavery is abolished (1888) ■ Brazil becomes a republic (1889) ■ Natural resource use and exploitation 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5) Government Structures and Functions 5.6a, 5.6b ■ Federal republic ■ Three branches: executive, legislative, and judicial ■ Rise of democracy ■ Constitution of the</p> | <p>environment influences human settlement, land use and economic activity 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards 1, 2) Key cultural characteristics 5.5a ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities ■ Shared traditions with other Western Hemisphere nations Growth and Transformation ■ Haiti annexes Santo Domingo (1822) ■ Key events and people in the struggle for independence ■ U.S. military intervention (1916-1924 and 1965) 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5) Government Structures and Functions 5.6a, 5.6b ■ Democratic republic ■ Three branches: executive, legislative, and judicial ■ Dominican Republic's Constitution of 2010 Struggle for Equality and Civil Rights or Sovereignty 5.6c ■ Dictatorship opposition: Mirabal Sisters Multinational and Nongovernmental Organizations 5.6d ■ United Nations ■ World Bank ■ Project Hope ■ The Nature Conservancy</p> | <p>together. – geographic causes – links to the past – political and environmental effects – human impact</p> |
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| <p>settlement and economic activity</p> <p>5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards 1, 2, 3)</p> <p>Early Civilization 5.1a, 5.1b ■ Settlement of the Western Hemisphere ■ The Ice Age and Beringia Land Bridge theory ■ Other migration theories of early peoples and settlements ■ Archeological evidence Nomadic populations settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates ■ Early groups adapted to challenges of the environment ■ Transition from hunting and gathering to farming</p> <p>Native Americans1 located in the Western Hemisphere 5.1c ■ Cultural diversity of indigenous Native American culture groups such as the Arawak, Haudenosaunee, Inuit, Mohican, Pueblo,</p> | <p>economic reasons ■ Impact of Roman Catholic missionaries ■ Results of colonial rule</p> <p>The Middle Passage 5.3d ■ Bringing sugar to the Americas ■ Geography of the slave trade ■ Conditions experienced by enslaved Africans during the Middle Passage ■ The role of the English, Spanish, and Portuguese in the Triangular Trade</p> | <p>Constitution of the United Mexican States (1917)</p> <p>Struggle for Equality and Civil Rights or Sovereignty 5.6c ■ Indigenous rights ■ Women’s rights</p> <p>Multinational and Nongovernmental Organizations 5.6d ■ United Nations ■ World Bank ■ Project Hope ■ Local maize vs. GMO corn ■ The Nature Conservancy</p> <p>5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards 1, 2, 3, 4)</p> <p>Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market, and command economic systems ■ Free market economy ■ Major natural resources and industries of Mexico ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet economic needs and wants ■ Imports from and exports to other Western Hemisphere markets ■ NAFTA</p> | <p>Native Americans ■ The building of the transcontinental railroads ■ The Civil War</p> <p>5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5)</p> <p>Government Structures and Functions 5.6a, 5.6b ■ Federalism Three branches: executive, legislative, and judicial ■ Two party system ■ Declaration of Independence ■ U.S. Constitution and Bill of Rights</p> <p>Struggle for Equality and Civil Rights or Sovereignty 5.6c ■ Native Americans ■ Women’s rights ■ The Civil Rights Movement</p> <p>Multinational and Nongovernmental Organizations 5.6d ■ United Nations ■ NAACP ■ World Bank ■ Project Hope ■ Environmental Rights Movement ■ The Nature Conservancy</p> <p>5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other</p> | <p>Constitutional Act of 1791 and the development of Lower (Quebec) and Upper Canada (Ontario) ■ Impact of immigrant groups ■ Confederation and self government (1867) ■ Klondike Gold Rush (1890s), western expansion and economic growth ■ Quebecois’ movement for independent nation status</p> <p>5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5)</p> <p>Government Structures and Functions 5.6a, 5.6b ■ Democratic constitutional monarch ■ Federal system of parliamentary government ■ Three branches: executive, legislative, and judicial ■ Role of the Sovereign, Governor General and Prime Minister ■ Commonwealth Structure and the House of Commons ■ Political party system ■ British</p> | <p>Federative Republic of Brazil (1988)</p> <p>Struggle for Equality and Civil Rights or Sovereignty 5.6c ■ Freedom of expression ■ Rainforest communities ■ Rights of minorities Multinational and Nongovernmental Organizations 5.6d ■ United Nations ■ World Bank ■ The Nature Conservancy</p> <p>5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards 1, 2, 3, 4)</p> <p>Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market, and command economic systems ■ Mixed economic system ■ Major natural resources and industries of Brazil ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet economic needs and wants ■ Imports from and exports to other Western Hemisphere markets</p> | <p>5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards 1, 2, 3, 4)</p> <p>Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market, and command economic systems Mixed economic system ■ Major natural resources and industries of the Dominican Republic ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet economic needs and wants ■ Imports from and exports to other Western Hemisphere markets</p> | |
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| | <p>Taíno, Wampanoag ■ Customs, beliefs, values, languages, traditions ■ Adaptation to the physical environment and use of resources ■ Social organization and governance ■ Contributions and achievements ■ Gender roles ■ Hunting, fishing, and warfare ■ Compare and contrast how a Native American culture group from the United States, Canada and the Caribbean adapted to and used the environment and its resources to meet their basic needs and examine their customs, beliefs, values, languages, and patterns of organization and governance</p> <p>5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E. complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards 2, 3) Complex Societies and Civilizations 5.2a, 5.2b, 5.2c ■</p> | | <p>countries around the world. (Standards 1, 2, 3, 4) Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market, and command economic systems ■ Major natural resources and industries of the U.S. ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet economic needs and wants ■ Imports from and exports to other Western Hemisphere markets ■ NAFTA Compare and contrast the Plains Indian (traditional) economy, United States or Canada (market) and Cuba (command) economies</p> | <p>North America Act and the Canadian Bill of Rights Struggle for Equality and Civil Rights or Sovereignty 5.6c ■ First Peoples of Canada ■ New immigrants Multinational and Nongovernmental Organizations 5.6d ■ United Nations ■ World Bank ■ Environmental Bill of Rights ■ The Nature Conservancy 5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards 1, 2, 3, 4) Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market and command economic systems ■ Major natural resources and industries of Canada ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet</p> | | | |
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| | <p>Characteristics of civilizations (religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy) ■ Complex societies and civilizations adapted to and modified their environment to meet the needs of their people ■ City-states vs. empires FOCUS: Case study of complex societies and civilizations ■ Compare and contrast Mayan, Aztec, and Incan civilizations - clothing, farming, shelter, and transportation - growth of culture - political states and territorial control - social class and organization - adaptation to and modification of the environment - economic features - religious practices and beliefs - use/creation of new technology - contributions and achievements - theories for decline</p> | | | | <p>economic needs and wants ■ Imports from and exports to other Western Hemisphere markets ■ NAFTA ■ Compare and contrast the Plains Indian (traditional) economy, United States or Canada (market), and Cuba (command) economies</p> | | | |
| <p>GARDEN LESSON PLAN or IDEA</p> | <ul style="list-style-type: none"> • Steps to Create any History Walk in the Garden • Esperanza Rising - on migrant workers, ag economies, impact of ag on rural | <ul style="list-style-type: none"> • Powerful Potato - explore geography and world cultures by charting potato geography on world map | <ul style="list-style-type: none"> • Food Origins (Mexico to NY Trade) | <ul style="list-style-type: none"> • Right This Very Minute - on food production & farming w/ map of where US commodities are grown • Home on the Range - rangelands, | | | | |

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| | <p>communities, ag history, and how fruit & veg have been harvested historically</p> <ul style="list-style-type: none"> • Eggs in the World of Food Choices - geographic, economic, human, and cultural influences on food choices worldwide • Powerful Potato - explore geography and world cultures by charting potato geography on world map | | | <p>pasture lands, etc.</p> <ul style="list-style-type: none"> • King Cotton- impact of cotton industry on history & culture in the US • Where Does it Come From? - explore connection between geography and type of agriculture through commodities | | | | |
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6th Grade: The Eastern Hemisphere

| UNIT | Unit 1: Geography of the Eastern Hemisphere (September - October) | Unit 2: First Humans, Neolithic Revolution and the Early River Valley Civilizations (November - December) | Unit 3: Comparative World Religions (January) | Unit 4: Comparative Classical Civilization in the Eastern Hemisphere (February - April) | Unit 5: The Mediterranean World and Interactions Across the Eastern Hemisphere (May -June) |
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| <p>ESSENTIAL QUESTIONS</p> <p>Unit 1: Does Geography determine development?</p> <p>Unit 2: To what degree does geography determine culture?</p> <p>Unit 3: What role do belief systems play in a society?</p> <p>Unit 4: Why do civilizations rise and fall?</p> <p>Unit 5: How can power, wealth and religion influence change and development?</p> | <p>6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard 3)</p> <p>Geography of the Eastern Hemisphere 6.1a, 6.1b, 6.1c ■ A variety of significant geographical features (highest mountains, deepest ocean trench, deepest lake, largest deserts, most islands, largest country, most-populous cities, tallest buildings) ■ Includes</p> | <p>6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment. (Standards 2, 3) ■ Measure and represent history using timelines, B.C.E./C.E., eras, millennia, centuries, decades</p> <p>Development of Early Civilizations 6.2a ■ The Rift Valley ■ Later Stone Age or Upper Paleolithic including the Upper Paleolithic Revolution ■ Settlement in</p> | <p>6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E. – ca. 630 C.E.): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard 2)</p> <p>Belief in Civilizations and Complex Societies 6.4a, 6.4b ■ Belief system vs. religion ■ Animism, Buddhism, Christianity, Confucianism, Coptic, Hinduism, Islam, Judaism,</p> | <p>6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards 2, 3, 5)</p> <p>Geographic influence on</p> | <p>6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands. (Standards 2, 3, 4, 5)</p> |

four continents ■ Characterized by vast oceans, important bodies of water and land masses ■ **Extremes in climate** (sub-tropical vs. arctic, droughts vs. monsoons) Geologic history (plate tectonics, the creation of continents, development of landforms, the elevation of the Himalayas) ■ Seismic activity in eastern Mediterranean and the Ring of Fire

Geographic representations of the Eastern Hemisphere 6.1a ■ Located and represented using a variety of maps, globes, aerial and satellite photographs, and computer models ■ **Maps represent varied climate zones, landforms, bodies of water, and resources** ■ Places can be located using cardinal and intermediate directions ■ Distance can be measured (Equator, Prime Meridian, latitude, longitude)

The continents, countries and regions of the Eastern Hemisphere 6.1b ■ Defined by political boundaries ■ Defined by physical boundaries ■ Characterized by economic and cultural features Share a long and diverse history ■ Important individuals, groups, and institutions ■ Regions of the Eastern Hemisphere ■ Middle East (North Africa and Southwest Asia) ■ Sub-Saharan Africa ■ Europe ■ Russia, Caucasia, Central Asia ■ East Asia ■ Southeast Asia ■ South Asia ■ Oceania

Physical environment influences human activities and development in the Eastern Hemisphere 6.1c ■ **Patterns in human settlement** ■ Economic activity ■ **Natural resources** ■ Resource extraction ■ Resource allocation vs. scarcity of resources in present-day

FOCUS: Case Study of current regional issues of the Eastern Hemisphere 6.1d ■ Possible examples include: access to potable water in the Middle East or Sub-Saharan Africa, desertification in northern Africa, loss of the Coral reefs in Oceania, overpopulation in China or India – geographic causes – links to the past – political and environmental effects – human impact

varied environments ■ **Available resources and environment contributed to distinct ways of life**

Archeological Record 6.2b, 6.2c ■ Evidence of hominids and early humans ■ Archeological digs, artifacts and the fossil record, art ■ **Human migration patterns and settlements**

The Neolithic Revolution as a Turning Point 6.2d ■ Significant social, cultural, ecological, political, or economic change ■ **Domestication of animals** ■ **Advances in agriculture** ■ **Semi-sedentary and sedentary settlement** ■ Pastoral nomadic peoples

6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards 2, 3)

Early Civilizations 6.3a, 6.3b **Development of the ancient river valley civilizations** ■ **Geographic factors that influenced development (access to water, resources, food surplus, potential for stability against environmental threats)** ■ **Development of food production** ■ Innovation and new technologies ■ Shared identity, customs, beliefs, and language ■ Early trade ■ Medicine and disease ■ Military actions ■ Early leaders

Characteristics of Complex Societies and Civilizations (Indus, Mesopotamia, Nile and Yellow River valley civilizations)

6.3b ■ Religion ■ **Job specialization** ■ Cities ■ Government ■ Language/record keeping system ■ Technology ■ Social hierarchy

FOCUS: Case study of Early River Valley Civilizations 6.3c, 6.3d ■ Compare and contrast two early river valley civilizations: – key geographic features – **adapting to and modifying the**

Polytheism, Protestantism, Sikhism, Taoism ■ Characteristics of Religious Systems ■ Shared values ■ Locations of origin ■ Time period of origin ■ Founders Major tenets and codes of behavior ■ Practices and ritual ■ Sacred writing ■ Symbolic representation

Unity, Social Order and Gender Roles 6.4c ■ Similarities and differences across belief systems ■ Effects of belief systems on social order and gender roles ■ Influence of belief systems on contemporary events and cultural practices **FOCUS: Case study of belief systems** ■ Compare and contrast two or more belief systems developed in the Eastern Hemisphere – similarities and differences – influence on contemporary cultural practices and current events

development of classical civilizations 6.5a ■ Locations of classical civilizations (Chinese, Greco-Roman) ■ Geographic factors (deltas, deserts, mountains, rivers, peninsulas, plateaus, plains, islands) ■ Important cities Effect of geography on political systems . ■ Changes in borders over time

FOCUS: Case study of Chinese (Qin, Han) and Greco-Roman civilizations (Athens, Sparta, Roman Republic and Roman Empire) 6.5a, 6.5b ■ Compare and contrast civilizations and political systems – belief systems and religions – **daily life** – culture (art, music, literature, architecture, language) – **economic systems (use of land and resources, job specialization, cities, slavery)** – government (political systems) – record keeping systems – science and technology – contributions and achievements – social hierarchy – gender roles ■ Laws, military conquests

Golden Age 6.5c ■ Characteristics of a golden age ■ Evaluate merit as a golden age (Qin, Han, Athens, Roman Empire) ■ Cultural achievements' influence on contemporary societies

Fall of Rome 6.6a ■ **Overexpansion** ■ Corruption ■ Invasions ■ Civil wars and discord ■ Development of feudalism in Western Europe ■ Decentralization of political authority ■ Role of the Christian Church

Byzantine Empire 6.6b ■ Preserving elements of Roman Empire ■ Controlled lands within the Mediterranean basin ■ Blending of Roman traditions with Greek culture ■ Orthodox Christianity ■ Unity of religious and secular leadership

The Islamic World 6.6c ■ Life of Muhammad and Holy Qu'ran ■ Umayyad caliphate ■ Abbasid caliphate ■ Shia and Sunni Islam ■ The growth and development of the Islamic World (Middle East, Iberian peninsula, Indian subcontinent, southwest Asia, North and Central Africa, islands of Indonesia) ■ Effects of conquests ■ **Cultural blending and cross cultural exchange** ■ Islamic Golden Age

The Crusades 6.6d ■ Three cultural regions of the Mediterranean ■ Locations and borders ■ Causes and effects ■ The Holy Land ■ Political, economic, military, and social interaction among regions ■ Perspectives on the Crusades: Byzantine, feudal Europe, Islamic

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards 2, 3, 4)

Trade Routes and crosscultural exchange 6.7a, 6.7c ■ Major Afro-Eurasian trade networks (The Silk Roads, Mediterranean, Indian Ocean, and Trans-Saharan routes) ■ Maps of trade routes Resource locations influenced trade routes and economics ■ Cultural diffusion (Indian/ Arabic numerals, mapmaking, printing, china, tea, opium, spices, Swahili, paper, silk, and Buddhism) ■ Interregional travelers and explorers (Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He) ■ Effect on trade ■ Development of transportation and technology and the effect on trade (junks, caravels, ship sails and rudders, compass

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| | | environment – daily life – social, economic, and political organization – culture (art, music, literature, architecture, language) – religious beliefs – development of science and technology – political and social hierarchies – gender roles – distribution of and access to wealth – social structures – unique achievements and lasting contributions | | | and astrolabe, and gunpowder) Epidemics and pandemics (Black Death, typhus, cholera, smallpox) The Mongols 6.7b ■ Maps of the Mongol Empire and Khanates ■ Pastoralism ■ Genghis Khan and Kublai Khan ■ Connections between East and West ■ Methods of warfare, conquest and political rule ■ The Golden Horde and the Yuan Dynasty ■ Trade in the Mongol Empire ■ The Silk Road ■ Spread of the Black Death (Bubonic Plague) ■ Results of Mongol conquests |
| GARDEN LESSON PLAN or IDEA | <ul style="list-style-type: none"> • Steps to Create any History Walk in the Garden • From Foraging to Farming - how ag provides stability, early ag, and mapping how geography affected development of early civilizations | <ul style="list-style-type: none"> • From Foraging to Farming - how ag provides stability, early ag, and mapping how geography affected development of early civilizations • | • | <ul style="list-style-type: none"> • Ancient Technologies Walk in the garden | <ul style="list-style-type: none"> • Waste Deep lesson series (Zero Waste Schools and DOE Office of Sustainability) • Cafeteria recycling audit activities (Recycling Champions) • |

7th Grade: United States & New York State History

| UNIT | Unit 1: Native Americans, Early Encounters and Colonial Development (September – Mid. November) | Unit 2: The Road to Independence (mid-November - December) | Unit 3: The New Nation: The United States Constitution (January - February) | Unit 4: A Nation Grows: Expansion & Reform 1800 – 1860 (March - April) | Unit 5: A Nation Divided (May - June) |
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| ESSENTIAL QUESTIONS Unit 1: How do issues of power, wealth and morality influence exploration and colonization? Unit 2: Did the American Revolution accomplish its goals? Unit 3: Why do people create, structure, and change governments? Unit 4: How do issues of power, wealth and morality influence growth? Unit 5: Was the Civil War inevitable? | 7.1 NATIVE AMERICANS1 : The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards 1, 2) The Americas prior to early explorers and colonial settlement 7.1a ■ Theories of human settlement in the Americas ■ The influence of geographic and climate factors on Native American culture groups ■ Plains ■ Southwest ■ Pacific NW ■ Algonquian ■ Haudenosaunee (Iroquois) Indigenous cultures of the Americas ■ Compare and contrast different Native American culture groups – Geography – Religion/spirituality – Economics: food, housing, trade – Government | 7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards 1, 4, 5) Growth and conflict in the colonies 7.3a The French and Indian War ■ International conflict over colonial territories ■ Trading relationships with different Native American peoples Causes of the American Revolution 7.3b ■ Mercantilism ■ Salutary neglect ■ Albany Congress and the Albany Plan of Union The Zenger Trial (1735) and individual rights ■ Proclamation of 1763 ■ Stamp Act (1765) ■ Intolerable Acts (1774) ■ Taxation without representation ■ No redress of grievances ■ Colonial response to British mandates The Road to Independence 7.3a, 7.3b Different perspectives about British rule ■ | 7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards 1, 5) States vs. Federal Power 7.4a, 7.4b Influences on United States Government ■ Magna Carta (1215), Mayflower Compact (1620), Iroquois Confederacy ■ Locke, Montesquieu ■ Articles of Confederation (1781) ■ Drafting and ratification ■ Achievements and limitations ■ Origins of the | 7.6 WESTWARD EXPANSION: Driven by political, cultural economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement decimated and displaced Native Americans as the frontier was pushed westward. (Standards 1, 3) Geographic Growth 7.6a ■ Manifest Destiny ■ Lewis and Clark catalog the Louisiana Purchase The Mexican War ■ U.S. acquisition of territory ■ Annexation of Texas ■ Treaty of Guadalupe Hidalgo ■ Treaties with Native American peoples Land purchased by United States ■ Purchase of Florida (1819) Gadsden Purchase from Mexico (1853) ■ Purchase of Alaska (1867) Economic Growth 7.6a, 7.6b ■ The Erie Canal ■ Increase in U.S. trade opportunities ■ Effects on New York | 7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of States rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards 1, 3, 4) Slavery in the United States 7.8a, 7.8b ■ Role of regional economies ■ Sectionalism ■ Interdependence ■ Northern and southern economy ■ Territorial expansion and slavery ■ Conflicting perspectives ■ Abolitionists ■ Political and social movements ■ Candidates and political parties Efforts to Compromise 7.8b ■ Balance of power in Congress and the effects of the ThreeFifths Compromise ■ Missouri Compromise ■ Compromise of 1850 ■ |

system – Warfare – Traditions – Oral history – Culture (arts, music, dance) ■ Interactions among different indigenous peoples

7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally. (Standards 1, 2, 3, 4) European Age of Exploration 7.2a ■ Technological developments ■ Voyage of Columbus ■ European voyages to North America including Champlain and Hudson ■ Columbian Exchange; environmental and cultural impact ■ Europeans explore and settle in North and South America

European encounters with Native Americans 7.2b ■ Europeans explore and settle in North and South America – Doctrine of Discovery – reasons for Native American population decline and loss of land ■ British interactions with the Wampanoag ■ Dutch interactions with the Mahican, Mohawk, or Munsee ■ French interactions with the Algonquin ■ Spanish interactions with the Muscogee ■ Interactions between Native Americans, Africans, and Europeans ■ Native American influences on Western culture

European colonies in North America 7.2c ■ European migration to Americas ■ Settlement and regional patterns ■ Religious and political reasons ■ Economic and geographical reasons ■ Geography, land use and resources influence development ■ Daily Life in the New England, Middle, and Southern Colonies - social class - culture (art, music, literature, etc.) - political systems - colonial economies - religious beliefs - key people and

Loyalists ■ Patriots ■ Propaganda ■ Forms of protest **Grievances against the British 7.3c ■ Influence of Enlightenment ideas ■ Common Sense ■ Declaration of Independence (1776) ■ A new political system** **Military campaigns and battles of the American Revolution 7.3d ■ Military strategy, including the influence of Native American groups ■ British and Colonial military advantages and disadvantages ■ Lexington and Concord ■ Battle of Bunker Hill ■ Battle of Brooklyn ■ NYC area campaigns ■ British prison ships in NY Harbor ■ Battle of Trenton ■ Battle of Saratoga ■ Battle of Yorktown ■ Role of New York State ■ Treaty of Paris (1783) ■ Evacuation Day (November 11, 1783)**

Northwest Ordinance and public education

New York State Constitution (1777) ■ Parallels to the U.S. Constitution

1787 Constitutional Convention 7.4b, 7.4c ■ Differing social, political, and economic interests and attempts to establish unity ■ Drafting and compromises ■ Key people ■ Federalist system of government ■ Electoral college system ■ Ratification process

Constitutional Compromise 7.4c ■ Balance of power; federalism ■ Great Compromise; state representation and bicameral legislature ■ Three-Fifths Compromise, Slave Trade Compromise, Fugitive Slave Clause ■ National vs. states' rights ■ Popular sovereignty ■ Protection of individual rights ■ Amendment process ■ Role of New Yorkers Alexander Hamilton, John Jay, and Gouverneur Morris

7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York Constitution also has been changed over time. (Standards 1, 5)

A Federalist System 7.5a, 7.5b ■ Democratic republic ■ Sharing power among Federal, state, local governments ■ Granting powers to the states ■ Separation of Powers ■ Constitution as a living document ■ The Federalist Papers

Checks and Balances 7.5b ■ Three branches of government ■ Separate but equal power ■ How a bill becomes a law

State ■ The Great Lakes connect to the Atlantic Ocean ■ Gold Rush ■ Territorial expansion ■ Homestead Act (1862) ■ The rise of cities ■ Economic development in various regions

Industrialization ■ Roots in England ■ Cotton gin ■ Railroad ■ Telegraph ■ Technology

National Growth 7.6b

The War of 1812 ■ Conflict between Britain and France ■ Challenge to national stability ■ Impressment of sailors ■ Results of the War

Monroe Doctrine (1823) ■ Limits on European colonization ■ U.S. political and economic growth

Immigration ■ People arrive from Europe and Asia ■ Major source of labor ■ Economic and social challenges

Andrew Jackson's Presidency ■ Increased suffrage for white men ■ Controversy over national growth ■ Opposition to the National Bank ■ Spoils system

Opportunities and Obstacles ■ Mormons migration ■ Indian Removal Act (1830) ■ Native American treatment ■ Trail of Tears ■ Native American resistance ■ Seminole Wars ■ Cherokee judicial efforts ■ NYS Native American policies ■ African Americans and women

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts. (Standards 1, 5)

Second Great Awakening 7.7a ■ Early 19th century reform movements – education – prisons – temperance – mental health care

Anti-Slavery and Abolitionist Movement 7.7b ■ Organization and resistance by enslaved Africans ■ Key leaders of the abolitionist movement (William Lloyd Garrison, Frederick Douglass, and Harriet Tubman) ■ Impact of Uncle Tom's Cabin ■ Underground Railroad ■ Gradual manumission in NY

The Women's Rights Movement 7.7c ■ Seneca Falls Convention ■ The

Kansas Nebraska Act **Events leading to Civil War ■ Dred Scott v. Sandford (1857) ■ Fugitive Slave Laws ■ John Brown's raid on Harper's Ferry ■ Founding of the Republican Party ■ Election of 1860 ■ Lincoln-Douglas debates** **Causes of the Civil War 7.8c ■ Slavery ■ Sectionalism ■ Fort Sumter ■ Secession of southern states; Lincoln's election ■ Economic issues ■ Preservation of the Union** **The Civil War 7.8c, 7.8d ■ Key leaders (Abraham Lincoln, Jefferson Davis, Ulysses S. Grant) ■ Key battles (Bull Run, Antietam, Gettysburg, Atlanta, and Vicksburg) Geographic, economic, and military advantages for North and South ■ Daily life ■ The Emancipation Proclamation (1863) ■ Role of border states ■ African American enlistment and impact ■ Gettysburg Address (1863) ■ Military strategies ■ Technology**

NYC and NYS during the Civil War ■ Military role ■ Political role ■ The draft riots **Results of the Civil War 7.8e ■ Preservation of the Union ■ Emancipation of enslaved Africans ■ Loss of lives ■ Destruction of land ■ Economic issues ■ Federal supremacy ■ 13th, 14th, and 15th Amendments (1865, 1868,1870)**

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| | <p>events ■ Role of Native Americans, Africans, and women ■ European settlers and enslaved peoples ■ Conflicts between indigenous peoples and European settlers</p> <p>Colonies in New York 7.2d ■ The development of New England, New France, New Netherland, and New Spain ■ Political objectives ■ Economic objectives ■ Social Considerations ■ Dutch contributions to American society ■ Changing status of Africans and African Americans under the Dutch and British</p> <p>Enslaved Africans and the development of the Americas 7.2e ■ Distinguish between indentured servitude and slavery in NY ■ The Middle Passage ■ Living conditions of slaves, including in NY ■ Survival and resistance, including slave revolts in NY ■ Social and cultural contributions of Africans in the Americas</p> | | <p>The Bill of Rights ■ Amendment process ■ First 10 amendments ■ Limits to government power ■ Protection of individual rights</p> <p>George Washington’s presidency 7.5c, 7.5d ■ Unwritten constitution ■ Selection of cabinet members ■ Selection of Supreme Court nominees ■ Presidential powers ■ Farewell Address ■ Alexander Hamilton’s economic plans ■ National banking system ■ U.S. protectionism against free trade</p> <p>The New Nation 7.5d ■ The election of 1800 ■ Establishing stability and precedents ■ Development of political parties (Federalist, Republican Democrats) ■ The Louisiana Purchase (1803) ■ The War of 1812 ■ The Monroe Doctrine</p> <p>Supreme Court Decisions ■ Marbury v. Madison (1803) and judicial review ■ McCulloch v. Maryland (1819) and implied powers</p> <p>Changes to the New York Constitution in the early 19th Century</p> | <p>Declaration of Sentiments ■ Key figures (Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony)</p> | |
| <p>GARDEN LESSON PLAN or IDEA</p> | <ul style="list-style-type: none"> • Steps to Create any History Walk in the Garden • From Foraging to Farming - how ag provides stability, early ag, and mapping how geography affected development of early civilizations | <ul style="list-style-type: none"> • King Cotton - impact of cotton industry on history & culture in the US | <ul style="list-style-type: none"> • King Cotton - impact of cotton industry on history & culture in the US | <ul style="list-style-type: none"> • King Cotton - impact of cotton industry on history & culture in the US | <ul style="list-style-type: none"> • Cafeteria recycling audit activities (Recycling Champions) • Waste Deep lesson series (Zero Waste Schools and DOE Office of Sustainability) • King Cotton - impact of cotton industry on history & culture in the US |

8th Grade: United States and the New York State History

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| <p>UNIT</p> | <p>Unit 1: Reconstruction (September)</p> | <p>Unit 2: A changing society and the progressive era (October - November)</p> | <p>Unit 3: The United States as an expansionist Nation (December)</p> | <p>Unit 4: WWI and The United States between Wars (January - February)</p> | <p>Unit 5: EVOLUTION OF TECHNOLOGY IN SCIENCE (8 WEEKS)</p> | <p>Unit 6: From World War 11 to the Present: the changing Nature of the American People (May – June)</p> |
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| <p>ESSENTIAL QUESTIONS</p> <p>Unit 1: What are a nation’s responsibilities to its citizens after major conflict (e.g. a civil war)?</p> <p>Unit 2: How do people, policies and technological advances shape a nation?</p> <p>Unit 3: To what degree should a nation be involved in the affairs of other nations?</p> <p>Unit 4: How does a nation respond to economic, political and social challenges?</p> <p>Unit 5: How do competing views of power and morality lead to global conflict?</p> <p>Unit 6: Has the United States of America lived up the promise and potential of its history and status?</p> | <p>8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (Standards 1, 4, 5) Brief Review of Civil War (for context) Causes of the Civil War 7.8a, 7.8b, 7.8c ■ Expansion of Slavery ■ Abolition of Slavery ■ State’s Rights ■ Election of Lincoln/ secession Results of the Civil War 7.8d, 7.8e ■ Preservation of the Union ■ Emancipation of enslaved Africans ■ Loss of lives ■ Destruction of land ■ Economic issues Unifying the Nation 8.1a, 8.1b Reconstruction plans ■ Economic plan ■ Political factions ■ Conflicting plans for postwar Reconstruction ■ Freedman’s Bureau ■ Congressional Reconstruction The 13th, 14th, and 15th Amendments (1865, 1868, 1870) ■ Abolition of slavery ■ Citizenship rights ■ Voting rights Reconstruction 8.1b, 8.1c ■ Sharecropping and prison labor ■ Migration ■ African Americans in government ■ Black codes (1865) ■ Lack of legal enforcement ■ Election of 1876, Compromise of 1877, End of Reconstruction, withdrawal of Federal troops ■ Jim Crow laws 1890s-1920s ■ Plessy v. Ferguson (1896) ■ States’ rights vs. federalism ■ Historically Black colleges and universities Organized attacks on African Americans ■ KKK ■ White League; Colfax, LA, 1873; Coushatta, LA 1874 ■ New Orleans, LA, 1866 ■ Hamburg, SC, 1876 Race relations in the United States ■ Southern perspectives ... The Lost Cause</p> | <p>8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards 1, 2, 4) Industrialization 8.2a, 8.2b ■ Rise of NYC and other cities ■ Urbanization ■ New technology ■ Comparison of urban and agricultural regions ■ Immigration 8.2a, 8.2b, 8.2c ■ Patterns and waves of immigration from 1840 to 1890 and 1890 to 1910 ■ Push-pull factors ■ The Great Irish Potato Famine ■ Ellis Island experience ■ Diversity among immigrant groups ■ Immigrant experiences across the U.S. ■ Nativism, eugenics, and ethnic clashes ■ Chinese Exclusion Act, Gentlemen’s Agreement ■ Immigration restrictions ■ Assimilation ■ Contributions of immigrants ■ Industrial growth of the nation ■ Citizenship vs. naturalization Effects of Industrialization and Immigration 8.2a, 8.2b, 8.2c Societal impact of industrialization ■ Rise of factories ■ Migrating to cities ■ Population growth of NYC ■ Unsafe working conditions, poor wages, child labor ■ Tenement life ■ Development of industrial corporations (railroad, steel) ■ Monopolies and “robber barons” (John D. Rockefeller, Andrew Carnegie, J.P. Morgan) ■ New methods of production and distribution of farming ■ Transportation developments ■ Communication developments ■ Industrial technology ■ Rise of banking and financial institutions ■ Labor force ■ Growth of industrial urban centers ■ Economic concepts (capitalism, mixed economy, scarcity)</p> | <p>8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy. (Standards 1, 2, 3, 5) Westward Expansion 8.3a ■ Manifest Destiny ■ Westward expansion ■ Impact on Native American cultures ■ Lakota Wars, Chief Joseph, Crazy Horse, and treaty violations Creation of reservations ■ Efforts to assimilate Native Americans including Dawes Act (1887), boarding schools, and Indian Reorganization Act (1934) ■ Native American responses and resistance U.S. Interaction with the World 8.3b, 8.3c ■ Ethnocentrism, racism, missionaries and charity ■ Improved technology in transportation and communication ■ Increased foreign trade ■ Acquisition of Alaska and annexation of Hawaii ■ Open Door Policy ■ Acquisition of foreign markets and raw materials U.S. Foreign Policy 8.3b, 8.3d ■ Isolationism ■ The Spanish-American War ■ Yellow journalism ■ Roosevelt Corollary to Monroe Doctrine (Big Stick Policy) ■ Panama Canal ■ Neutrality policy towards Europe Imperialism ■ Cuba ■ Puerto Rico ■ Philippines</p> | <p>8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards 1, 2, 4) World War I Causes 8.4a, 8.4b ■ Rise of nationalism ■ Militarism ■ Development of alliances ■ Isolationism vs. intervention ■ Assassination of Archduke Ferdinand ■ Annexation of Austria ■ Sinking of the Lusitania ■ Zimmerman Note The Home Front During WWI ■ War propaganda ■ War promoted suspicion of foreigners, socialists ■ Black Tom explosion ■ Loyalty oaths ■ Attacks on civil liberties ■ Espionage Act (1917), Sediton Act (1918), Schenck v. U.S. (1919) Geography of the War ■ European battlefronts including geographic constraints and opportunities Military Technologies 8.4c ■ U-Boats, aircraft, tanks, trucks, railroads ■ Battleships ■ Trench warfare ■ Chemical weapons ■ Machine guns ■ Communications Aftermath of World War I 8.4d ■ League of Nations and domestic opposition ■ Woodrow Wilson’s Fourteen Points ■ Treaty of Versailles ■ First Red Scare Roaring Twenties 8.4e ■ Role of women, the 19th Amendment (1920) ■ Economic prosperity and cultural change ■ Prohibition ■ Harlem Renaissance ■ Jazz Era ■ Leisure time (automobile culture, sports, motion pictures, literature) ■ Rise of middle class ■ Postwar social and racial tensions (East St. Louis riot, Silent March, Tulsa riot)</p> <p>8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped</p> | <p>8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars. (Standards 1, 2, 3) Causes of World War II 8.6a ■ Worldwide depression ■ Rise of Communism at home and abroad Rise of Fascism at home and abroad ■ Anti-Semitism ■ Propaganda ■ The League of Nations ■ Rise of totalitarianism ■ Development of alliances ■ Aggression by Axis powers ■ Imperialism ■ Militarism ■ Nationalism U.S. Involvement 8.6b ■ Lend-Lease Act (1941) ■ Attack on Pearl Harbor ■ End of isolationism ■ Mobilization of resources ■ War on two fronts ■ American strategy in Europe, Pacific, North Africa, Italy, and D-Day ■ Segregated military and Tuskegee Airmen The Home Front During World War II ■ War economy ■ Role of women in the workforce ■ Rationing ■ War bonds ■ The role of New Yorkers, Brooklyn Navy Yard ■ Japanese internment ■ Korematsu v. United States (1944) ■ The role of African Americans and Native Americans ■ War propaganda End of World War II 8.6c ■ Yalta Conference ■ Use of atomic bombs on Hiroshima and Nagasaki ■ Surrender of Axis powers ■ Human and economic loss ■ Nuremberg</p> | <p>8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources. (Standards 1, 3, 4, 5) Postwar Years 8.8a ■ Increased productivity ■ Improved technology ■ Consumer demand ■ Short-term and longterm impacts of the Baby Boom ■ Growth of the suburbs and transportation Changing urban landscape ■ Geographic population shifts and effects on political power ■ Civic responsibility Immigration and increasing diversity 8.8b ■ Postwar migration and immigration trends (increase in Spanishspeaking, South Asian, East Asian, Middle Eastern, and African populations) ■ Debates and effects of immigration legislation and policy Stress on the Environment 8.8c ■ Environmental issues ■ Love Canal ■ Three Mile Island 8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards 1, 4, 5) Internal Division and Unrest 8.9a, 8.9b Civil Rights Movement ■ Segregation and longstanding inequalities ■ Non-violent movement ■ Key</p> |
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| | <p>■ Segregation in the North ■ Booker T. Washington, George Washington Carver and the Tuskegee Model</p> | <p>Government and Business 8.2c, 8.2d, 8.2e Relationships between government and business ■ Political parties ■ Laissez faire government ■ Era of Boss Tweed and Tammany Hall ■ Early attempts to unionize; goals and tactics of labor unions ■ Knights of Labor; American Federation of Labor, and International Workers of the World ■ Key events (Haymarket Affair, Pullman and International Ladies Garment Workers' Union Strikes) ■ Rise of civil service The Progressive Era 8.2e ■ Populist Party ■ Key figures (Teddy Roosevelt, Jacob Riis, W.E.B. Dubois, John Muir, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Booker T. Washington, Upton Sinclair, and Lillian Wald) ■ Muckrakers ■ NAACP and civil rights movements ■ Temperance and prohibition ■ Settlement houses ■ Growth of the women's suffrage movement ■ The 19th Amendment (1920) ■ Rise of the Socialist Movement Legislative reform 8.2d, 8.2e Government Regulation ■ Labor reform legislation ■ Minimum wage ■ Labor unions ■ Collective bargaining ■ Workman's compensation ■ Child labor laws ■ Safety regulations ■ Triangle Shirtwaist Factory Fire ■ Trust busting ■ Graduated income tax ■ Federal Reserve Act ■ Government regulation of railroads ■ Consumer protection ■ Interstate commerce</p> | | <p>create intensive government interventions in the United States economy and society. (Standards 1, 3, 5) Economic Practices of the 1920s 8.5a ■ Government protection of business ■ Tariffs and international trade ■ Consumer economy ■ Increase in the use of credit ■ Agrarian to industrial ■ Disparity of wealth; rise of poor and unemployed New production methods (assembly lines) ■ Bank failures ■ Stock Market crash ■ "Black Tuesday" The Great Depression 8.5b ■ Government regulation of social problems ■ Government response to economic crisis ■ Loss of jobs, wealth, and homes ■ Impact based on class, race, and gender ■ Conditions in NYC The Dust Bowl ■ Man-made and environmental conditions ■ Federal assistance, Farm Security Act (1937) ■ Changes in family structure, cultural consequences ■ Migrant workers Local charity efforts (soup kitchens) ■ Increased credit problems The New Deal 8.5c ■ Franklin Delano Roosevelt and government regulation ■ Key programs (Social Security, the Wagner Act, Home Relief, WPA, TVA, FDIC) ■ Long term effects of the New Deal</p> | <p>Trials ■ Holocaust and human rights ■ Reparations for human rights violations ■ The United Nations ■ The United States as a world power 8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards 1, 2, 4, 5) Competing Superpowers 8.7a ■ The Cold War ■ Soviet Bloc ■ Berlin Wall ■ NATO/Warsaw Pact ■ Hungarian uprising ■ Superpower rivalry (arms race, threat of nuclear weapons, space race) ■ Detente/arms control (SALT treaties) ■ Peace talks (1980s) ■ Fall of Berlin Wall ■ End of Cold War United States Post-War Foreign and Domestic Policy 8.7b ■ Communist expansion ■ McCarthyism and the second Red Scare ■ U.S. policy of containment ■ Truman Doctrine ■ Marshall Plan ■ Korean War ■ Cuban Missile Crisis ■ Vietnam War ■ Domino Theory Changing U.S. Foreign Relationships 8.7c ■ China (1950) ■ Afghanistan (1980s) ■ Russia (1990) ■ Middle East (Israel, Palestine, Iran, Kuwait, Iraq) ■ Western Hemisphere (NAFTA, Cuba and Mexico) ■ European Union countries Foreign entanglements and policies ■ Iranian Hostage Crisis ■ Persian Gulf War (1991) ■</p> | <p>groups (African Americans, women, Native Americans, individuals with disabilities, farmworkers, LGBT community) ■ Key leaders (Martin Luther King, Jr., Thurgood Marshall, Malcolm X, Rosa Parks, Lyndon Johnson) Assassination of major leaders (1960s) ■ Key events and legislation (Military desegregation, Brown v. Board of Education (1954), March on Washington for Jobs and Freedom (1963), 16th Street Baptist Church Bombing (1963), Civil Rights Act (1964), the Voting Rights Act (1965), March on Fear (1966) Incident at Wounded Knee (1973), ERA, Education for All Handicapped Children Act (1975), IDEA (1990), Americans with Disabilities Act (1990)) ■ The feminist movement (1970s) ■ American Indian Movement Political Challenges (1960's – present) ■ Watergate Scandal ■ Nixon's resignation ■ Economic recession ■ Presidential cuts to social programs and taxes Oil crisis/inflation The Vietnam War and the War on Poverty 8.9c ■ Medicare and Medicaid ■ The Great Society ■ 1960s counterculture ■ The draft ■ Peace movement Civil Liberties Debates 8.9e ■ Miranda v. Arizona (1966) ■ Tinker v. Des Moines School District (1969) ■ Gun violence and Second Amendment ■ Cyber-bullying ■ Electronic surveillance</p> |
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| | | | | | <p>Somalia, Bosnia (peacekeeping missions) ■ Human rights ■ Continuing challenges for the U.S. Global military and political alliances and conflicts 8.7d ■ Terrorism ■ September 11, 2001 ■ National Security post-9/11 (USA Patriot Act, the Department of Homeland Security) ■ The War on Terror (The War in Iraq (2003) and The War in Afghanistan) Globalization 8.7e ■ Global Interdependence and competition ■ Economy and workforce ■ Multinational corporations</p> | |
| <p>GARDEN LESSON PLAN or IDEA</p> | <ul style="list-style-type: none"> • Steps to Create any History Walk in the Garden • King Cotton - impact of cotton industry on history & culture in the US | <ul style="list-style-type: none"> • King Cotton - impact of cotton industry on history & culture in the US • Powerful Potato - explore geography and world cultures by charting potato geography on world map | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Source Search - game demonstrating how ag provides nearly all everyday products | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Journey 2050 - a lesson series answering the core question of "How will we sustainably feed nearly 10 billion people by the year 2050?" • Source Search - game demonstrating how ag provides nearly all everyday products |