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| **Month(s)** | **Key Ideas and Concepts** | **Recommended**  **PNW BOCES Lessons** | **Resources** | **ELA/Social Studies Connection** |
| September | *Geography of New York State*   * Physical and thematic maps can be used to explore NY States diverse geography * NY State can be represented using a political map that shows cities, capitals, and boundaries. | *Unit 1, Lesson 1:* [Where in the World is New York?](http://www.pnwboces.org/ssela/FourthGrade/unit1/unit1_lesson1.htm)  (3 class periods) | * “[Where in the World is New York?” map packet](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit1/Unit1_lesson1_Part1-Where-in-the-World.pdf) * [Enchanting Learning. NYS Symbols and quiz on NYS map.](http://www.enchantedlearning.com/usa/states/newyork) * [SMART Board Activity](http://www.pnwboces.org/ssela/FourthGrade/unit1/G4_Unit1_%20Lesson1.notebook) | **L.4.6** |
| October | Native American Groups & the Environment   * Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basics needs of food, clothing, and shelter. * Native American groups developed specific patterns of organization and governance to manage their societies. * Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values. | *Unit 1, Lesson 2:*  [Native Americans in New York: Then and Now](http://www.pnwboces.org/ssela/FourthGrade/unit1/unit1_lesson2.htm)  (6 class periods) | * Harcourt Social Studies NY Textbook pgs. 58-69 * [Comparison Chart: Iroquois and Algonquin](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit1/Gr4NY_U1_Lesson2_Comparison-Chart_Iroquois-Algonquin.pdf) * [NYS Elementary Level Social Studies DBQ](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit1/Lesson2_DBQ.pdf) * [SMART Board Activity](http://www.pnwboces.org/ssela/FourthGrade/unit1/Gr4_Unit1.notebook) | **RL.4.2; RL.4.6; RL.4.11;RI.4.1; RI.4.2; RI.4.4; RI.4.9; SL.4.1; W.4.2; W.4.9** |
| November | Colonial & Revolutionary Period in NY   * Europeans in search of a route to Asia explored New York’s waterways. Early settlements began as trading posts or missions. * Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles. * In the mid-1700s, England and France competed against each other for control of the land and wealth in North   America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.   * Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location. | Unit 1, Lesson 4:  [Early European Explorers](http://www.pnwboces.org/ssela/FourthGrade/unit1/unit1_lesson4.htm)  (4 class periods) | * [“Native American Tribes at Time of European Exploration”](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit1/Gr4NY_U1_L4-Native-Am-at-time-of-Eur-Exploration.pdf) * [The New World Explored. Discovery Education Streaming.](https://app.discoveryeducation.com/public:session/login?next=http%3A%2F%2Fapp%2Ediscoveryeducation%2Ecom%2Fplayer%2Fview%2FassetGuid%2F1CC5E850%2DDE6D%2D41FE%2D8A30%2D21185768EB63) | **RI.4.7; RI.4.9; W.4.8** |
| Unit 2, Lesson 5:  [Causes of the American Revolution](http://www.pnwboces.org/ssela/FourthGrade/unit2/unit2_lesson5.htm)  (4 class periods) | * [SMART Board Activity](http://www.pnwboces.org/ssela/FourthGrade/unit2/Gr4Unit%202Lesson5.notebook) * [Causes of the American Revolution Reading](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit2/G4_U2_L5_Causes-of-Amer-Rev-Reading.pdf) * [Cloze Activity on the French and Indian War](http://www.enchantedlearning.com/history/us/colonial/fiwar/cloze/) | **RI.4.3; RI.4.4; SL.4.1; W.4.1; W.4.11** |
| December/  January | Government   * After the Revolution, the United States of America established a federal government; colonies established state governments. * The New York State Constitution establishes the basic structure of government for the state. The government   of New York creates laws to protect the people and interests of the state.   * Government in New York State is organized into counties, cities, towns, and villages. * New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws. * Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws. | Unit 3, Lesson 1:  [Our National Government](http://www.pnwboces.org/ssela/FourthGrade/unit3/unit3_lesson1.html)  (3 class periods) | * [“Celebrate Constitution Day”](http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/background/index.asp?article=usconstitution) * [The Three Branches of Government Reading Packet](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit3-Govt/Unit3_3-Branches-Govt-Packet.pdf) * [SMART Board Activity](http://www.pnwboces.org/ssela/FourthGrade/unit3/Gr4Unit3_Lesson1.notebook) | **L.4.4; W.4.8; RI.4.7** |
| **Month(s)** | **Key Ideas and Concepts** | **Recommended**  **PNW BOCES Lessons** | **Resources** | **ELA/Social Studies Connection** |
| February | In Search of Freedom & A Call for Change   * There were slaves in New York State. People worked to fight against slavery and for change. * Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change. * The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war. | Unit 4, Lesson 1:  [African Americans and Women in New York](http://www.pnwboces.org/ssela/FourthGrade/unit4/unit4_lesson1.html)  (4 class periods) | * [History of Slavery in NY](http://www.slaveryinnewyork.org/history.htm) * [A City Divided: NY and the Civil War](http://lostmuseum.cuny.edu/archive/a-city-divided-new-york-and-the-civil) * [Slavery In New York](http://www.slaveryinnewyork.org/gallery_1.htm) * [Biographies of Women Leaders](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit4/Unit4_lesson1_Bios-of-Women-Leaders.pdf) | **RI.4.3; RI.4.7; W.4.8; W.4.11; SL.4.4:** |
| March/April | Westward Movement & Industrialization   * After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails. * In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country. * Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world. * Farming, mining, lumbering, and finance are important economic activities associated with New York State. * Entrepreneurs and inventors associated with New York State have made important contributions to business and technology. * Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow. * As manufacturing moved out of New York State, service industries and high-technology industries have grown. | Unit 4 Lesson 2:  [Westward Movement and the Erie Canal](http://www.pnwboces.org/ssela/FourthGrade/unit4/unit4_lesson2.html) | * [SMART Board Activity](http://www.pnwboces.org/ssela/FourthGrade/unit4/Gr4Unit4Lesson2.notebook) | **RI.4.4; RI.4.7; W.4.7** |
| Unit 4 Lesson 3:  [New Technology, New Ways to Travel](http://www.pnwboces.org/ssela/FourthGrade/unit4/unit4_lesson3.html) | * [New Ways to Travel](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit4/Unit4_lesson3_Worksheet-New-Ways.pdf) | **RI.4.6; RI.4 .9; W.4.4:** |
| Unit 4 Lesson 4:  [Inventors and Entrepreneurs](http://www.pnwboces.org/ssela/FourthGrade/unit4/unit4_lesson4.html) | * [“Inventions and Industry.” Discovery Education Streaming](http://app.discoveryeducation.com/player/view/assetGuid/E94BB072-A0CE-45D8-9AB7-F526630D9431) | **RI.4.1; RI.4.3; RI.4.6; W.4.6; W.4.7; W.4.8; W.4.9;SL.4.1** |
| Unit 4 Lesson 5: [Farming, Mining, Lumbering and Finance](http://www.pnwboces.org/ssela/FourthGrade/unit4/unit4_lesson5.html) | * [New York Economy](http://www.pnwboces.org/ssela/FourthGrade/pdf_files/Unit4/Lesson5_NYS-Economy.pdf) | **L.4.6; RI.4.5; RI.4.3; W.4.2; W.4.6** |
| May/June | Immigration and Migration from the Early 1800s to the Present   * Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island. * Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories. | Unit 4 Lesson 6:  [An Immigrant's Journey](http://www.pnwboces.org/ssela/FourthGrade/unit4/unit4_lesson6.html) | * [“Teaching with Primary Sources”](http://www.tenement.org/files/primary_source/Primary%20Sources%20Lesson%20Plan%20-%20Upper%20Elementary.pdf) * [Immigration: Stories of Yesterday & Today](http://teacher.scholastic.com/activities/immigration) | **L.4.5; L.4.6; RI.4.6: RI.4.7; RI.4.9;W.4.3; W.4.2;W.4.4:** |