

Map: **SS-Grade 4** Grade Level: **4**District: **Island Trees**Created: **08/27/2009** Last Updated: **08/27/2009**

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>Where on Earth do you live?</p> <p>What are the key elements and features of maps?</p> <p>How are maps useful to our everyday lives?</p> <p>What are the physical features of Long Island and New York?</p> <p>How does New York's geographic location and physical features affect our daily lives?</p> <p>Guided Reading:</p> <p>How can I use the skill of map/chart reading to analyze a variety of maps to gain information from, while reading the book Mapping the World?</p>	<p>Geography of New York</p> <p>New York's local, regional, and global position on Earth</p> <p>Physical features and climate of New York's regions</p> <p>Natural Resources of New York</p> <p>Renewable vs. Non-renewable</p>	<p>Locate New York's position in relation to surrounding states, hemispheres, oceans, and continents</p> <p>Recall cardinal and intermediate directions on a compass rose</p> <p>Identify key elements of all maps, including map key/legend, map scale, and map locator</p> <p>Differentiate the various kinds of maps, including political, physical, transportation maps, etc.</p> <p>Identify and describe the different landforms found in each New York region</p> <p>Compare and contrast the climate and geographic features of New York's regions</p> <p>Identify and locate the major waterways in New York</p> <p>Locate and describe the Atlantic Coastal Plain Region and its unique features (Long Island/New York City)</p> <p>Compare and contrast renewable and non-renewable resources</p> <p>Introduce grade 4 DBQ graphic organizer</p> <p>Vocabulary:</p> <p>ocean</p> <p>continent</p> <p>hemisphere</p> <p>equator</p> <p>cardinal directions</p>		<p>SS1-K3-1B</p> <p>SS1-K4-1B</p> <p>SS2-K2-1A</p> <p>SS2-K3-1A</p> <p>SS2-K3-1C</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K1-1E</p> <p>SS3-K2-1A</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p> <p>SS4-K1-1A</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1D</p> <p>SS4-K1-1E</p> <p>SS4-K1-1F</p> <p>SS4-K2-1B</p> <p>SS4-K2-1D</p>	

Unit 2	Who were the first inhabitants of New York State and how did they live?	Native Americans of New York State	Identify and locate the specific regions of New York inhabited by the Algonquians and Iroquois	SS1-K1-1A	
	What were some of the accomplishments and contributions of New York's first inhabitants?	Algonquians Geographic location Government Religion Values	Explain the structure of government established by the Native Americans of New York	SS1-K1-1C SS1-K2-1B SS1-K2-1C SS1-K2-1D SS1-K3-1A SS1-K3-1B SS1-K3-1C	
	How did the Native Americans of New York use natural resources to meet their basic needs and survival?	Daily life of men, women, and children Shelter Iroquois	Identify the major values and belief systems of both the Algonquians and Iroquois Differentiate between the daily jobs of men, women, and children	SS1-K4-1A SS1-K4-1B SS1-K4-1C	
	What important values did the Native Americans of New York embrace that still impact our daily lives today?	Geographic location - Five Nations Government - Iroquois Confederacy Religion Values Daily life of men, women, and children Shelter Map Skills Review	Create a venn diagram to illustrate the differences between a wigwam and longhouse as well as other means of daily life Review DBQ skills Vocabulary: Algonquians Native American Indian archaeologists artifacts culture customs agriculture natural resources dugout canoe environment moccasins papoose powwow sachem shaman values legend wampum trade wigwam	SS2-K1-1A SS2-K2-1A SS2-K3-1A SS2-K3-1C SS2-K4-1A SS2-K4-1B SS2-K4-1C SS3-K1-1A SS3-K1-1B SS3-K1-1C SS3-K1-1D SS3-K1-1E SS3-K2-1C SS4-K1-1A SS4-K1-1B SS4-K1-1C SS4-K1-1F SS5-K3-1A SS5-K3-1B SS5-K3-1C SS5-K4-1A SS5-K4-1B SS5-K4-1C SS5-K4-1D SS5-K4-1F	

			<p>council</p> <p>spirit dream</p> <p>Iroquois</p> <p>longhouse</p> <p>clan</p> <p>The Five League of Nations</p> <p>Iroquois Confederacy</p> <p>Great Law of Peace</p> <p>Green Corn Festival</p> <p>Haudenosaunee</p> <p>Maple Festival</p> <p>partition</p> <p>sap</p> <p>Three Sisters</p> <p>reservation</p>		
Unit 3	<p>Who were the European explorers who claimed and settled New York State?</p> <p>Why did the early explorers come to New York State?</p> <p>What were political, geographic, social, and economic effects of exploration?</p> <p>How and why was the slave trade carried out during the early European exploration period?</p>	<p>European Encounter: Three Worlds (Europe, the Americas, Africa) Meet in the Americas</p> <p>Early Explorers in New York</p> <p>Giovanni da Verrazano</p> <p>Henry Hudson</p> <p>Samuel de Champlain</p> <p>Map Skills Review</p> <p>physical maps</p> <p>oceans</p> <p>trade routes</p> <p>latitude and longitude lines</p> <p>continents</p>	<p>Discuss the reasons why exploration during this time period was so valuable to European countries</p> <p>Recognize the differences of each early explorer to New York</p> <p>Identify and locate the different trade routes of the early explorers to New York</p> <p>Explain the pros and cons of the slave trade during the early exploration period</p> <p>Describe the early fur trade business and its effect on the Native Americans in New York and early explorers</p> <p>Review DBQ skills</p> <p>Vocabulary:</p> <p>continent</p> <p>missionary</p>	<p>SS1-K1-1A</p> <p>SS1-K2-1D</p> <p>SS1-K3-1A</p> <p>SS1-K3-1B</p> <p>SS1-K4-1C</p> <p>SS2-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K1-1C</p> <p>SS2-K2-1A</p> <p>SS2-K2-1B</p> <p>SS2-K2-1D</p> <p>SS2-K3-1A</p> <p>SS2-K3-1B</p> <p>SS2-K3-1C</p> <p>SS2-K4-1A</p> <p>SS2-K4-1B</p> <p>SS2-K4-1C</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p>	

			peninsula		SS3-K1-1C	
			frontier		SS3-K1-1D	
			trade route		SS3-K1-1E	
			exploration		SS3-K2-1A	
			patroon		SS3-K2-1B	
			Northwest Passage		SS3-K2-1C	
			slavery		SS4-K1-1A	
			Dutch West India Company		SS4-K1-1D	
					SS5-K4-1A	

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>What was life like in New York under the Dutch, the English, and the French?</p> <p>What lasting cultural contributions were made by the Dutch, English, and French still in effect today?</p> <p>How did the early colonists depend on and modify their physical environment?</p> <p>What were the effects of the slave trade and slavery on New York State?</p>	<p>Colonial and Revolutionary Periods</p> <p>Dutch Colonists</p> <p>Peter Minuit</p> <p>Founding of five boroughs</p> <p>Slaves vs. Indentured Servants</p> <p>Dutch and Algonquian War</p> <p>Peter Stuyvesant</p> <p>Houses</p> <p>Women's Work</p> <p>Sports, Games, and Holidays</p> <p>English Colonists</p> <p>Dutch surrender to English</p> <p>Economic growth and expansion of New York City and New Netherlands</p> <p>Slavery in New York</p> <p>Algonquian Fate</p> <p>The Zenger Trial and Freedom of Speech</p> <p>Map Skills Review</p>	<p><i>Describe</i> life in early Colonial America</p> <p><i>Identify</i> the reasons Europeans had for establishing a colony in present-day New York</p> <p><i>Explain</i> how New Netherland was settled</p> <p><i>Compare</i> and <i>contrast</i> Colonial life with that of modern society</p> <p><i>Name</i> and <i>summarize</i> the accomplishments of New Netherland's early leaders</p> <p><i>Explain</i> how the five Boroughs of New York were created</p> <p><i>Describe</i> the significance of both slavery and indentured servants</p> <p><i>Recognize</i> and <i>differentiate</i> the beliefs that Native Americans had compared to those of the Europeans who settled in New Netherland</p> <p><i>Review</i> DBQ skills</p> <p>Vocabulary:</p> <p>colony</p> <p>colonist</p> <p>governor</p> <p>indentured servant</p> <p>rebels</p> <p>slave</p> <p>tavern</p> <p>tenant</p> <p>tenant farmer</p>		<p>SS1-K1-1A</p> <p>SS1-K1-1C</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K2-1D</p> <p>SS1-K3-1A</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K4-1A</p> <p>SS1-K4-1B</p> <p>SS1-K4-1C</p> <p>SS2-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K1-1C</p> <p>SS2-K2-1A</p> <p>SS2-K2-1B</p> <p>SS2-K2-1C</p> <p>SS2-K2-1D</p> <p>SS2-K3-1A</p> <p>SS2-K3-1B</p> <p>SS2-K3-1C</p> <p>SS2-K4-1A</p> <p>SS2-K4-1B</p> <p>SS2-K4-1C</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K1-1E</p> <p>SS3-K2-1A</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p> <p>SS4-K1-1A</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1D</p>	

			bouwerie bowling spinning wheel stoop tulip windmill charter jury self-government slave trade surrender New Amsterdam New Netherlands Fort Orange Richard Nicolls Peter Stuyvesant manor immigrant	SS4-K1-1E SS4-K1-1F SS4-K2-1B SS4-K2-1D SS5-K1-1A SS5-K1-1C SS5-K2-1B SS5-K3-1A SS5-K4-1A SS5-K4-1B SS5-K4-1C SS5-K4-1D	
Unit 5	What were the conflicts and differing viewpoints that led to the Revolutionary War? How did the Revolutionary War impact New York State? How did New York State's location and waterways play a vital role in several key battles? What lasting effects did the Revolutionary War have on New York? Who were the key figures of The American Revolution and what were their	The Revolutionary War in New York State Events Leading Up to Revolutionary War Taxation Without Representation The Stamp Act Congress The Townshend Acts Battle of Golden Hill Boston and New York Tea Parties The Declaration of Independence New York State's Role in the Revolutionary	Describe how the fight for freedom began Identify the causes and effects of the American Revolution Explain what taxation without representation meant Debate the beliefs of the Patriots and Loyalists Summarize problems that the thirteen colonies encountered at first Examine the significance of the Stamp Act Congress Compare and contrast	SS1-K1-1A SS1-K1-1B SS1-K1-1C SS1-K2-1D SS1-K3-1C SS1-K4-1A SS1-K4-1C SS2-K1-1A SS2-K1-1B SS2-K1-1C SS2-K2-1A SS2-K2-1B SS2-K2-1C SS2-K2-1D SS2-K3-1A SS2-K3-1B SS2-K3-1C SS2-K4-1A	

contributions?	<p>War</p> <p>Loyalists and Patriots in New York State</p> <p>Leaders of the Revolution</p> <p>An Escape from Brooklyn</p> <p>The Battle of Harlem Heights</p> <p>New York Spies</p> <p>The Ride of Sybil Ludington</p> <p>The Battle of Saratoga</p> <p>The Betrayal of Benedict Arnold</p> <p>New York's Native Americans</p> <p>African Americans Fight for Freedom</p> <p>General George Washington</p> <p>Map Skills Review</p>	<p>the Townsend and Stamp Acts</p> <p>Identify African American heroes of the American Revolution</p> <p>Summarize the main ideas set forth in The Declaration of Independence</p> <p>Interpret historical illustrations and political cartoons</p> <p>Review DBQ skills</p> <p>Vocabulary:</p> <p>delegate</p> <p>document</p> <p>merchant</p> <p>redcoat</p> <p>revolution</p> <p>spy</p> <p>tax</p> <p>taxation without representation</p> <p>Parliament</p> <p>commander-in-chief</p> <p>cove</p> <p>heroine</p> <p>Loyalists</p> <p>occupy</p> <p>Patriots</p> <p>patriotism</p> <p>neutral</p> <p>victory</p> <p>traitor</p> <p>tariff</p> <p>Continental Congress</p> <p>Committees of Correspondence</p> <p>Declaration of Independence</p>	<p>SS2-K4-1B</p> <p>SS2-K4-1C</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K1-1E</p> <p>SS3-K2-1A</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p> <p>SS4-K1-1A</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1D</p> <p>SS4-K1-1E</p> <p>SS4-K1-1F</p> <p>SS4-K2-1A</p> <p>SS4-K2-1B</p> <p>SS4-K2-1C</p> <p>SS4-K2-1D</p> <p>SS5-K1-1A</p> <p>SS5-K1-1B</p> <p>SS5-K1-1C</p> <p>SS5-K1-1D</p> <p>SS5-K2-1B</p> <p>SS5-K3-1A</p> <p>SS5-K3-1B</p> <p>SS5-K3-1D</p> <p>SS5-K4-1A</p> <p>SS5-K4-1B</p> <p>SS5-K4-1C</p> <p>SS5-K4-1D</p>	
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			<p>Minutemen</p> <p>freedom</p> <p>independence</p> <p>citizenship</p> <p>Stamp Act</p> <p>Boston Tea Party</p> <p>vote</p> <p>equality</p> <p>Sons of Liberty</p> <p>interpret law</p> <p>local</p> <p>laws</p> <p>enforce</p> <p>justice</p> <p>liberty</p> <p>government</p> <p>goods</p> <p>raw materials</p> <p>services</p> <p>inaugurated</p> <p>confederation</p> <p>reform</p> <p>repeal</p> <p>treaty</p> <p>assembly</p>			
Unit 6	<p>How was the government of the United States of America formed?</p> <p>Who were the founders and what were the founding documents?</p> <p>What is the structure and function of government at the local and State levels?</p> <p>What were the</p>	<p>The New Nation</p> <p>The Constitutional Period</p> <p>Foundations of American Democracy</p> <p>Articles of Confederation</p> <p>Constitution</p> <p>Bill of Rights</p> <p>Inauguration of George Washington</p>	<p>Describe the steps that were taken to establish a new government</p> <p>Explain and interpret the U.S. Constitution</p> <p>Compare and contrast what life was like before and after the U.S. Constitution was created</p> <p>Summarize the main ideas behind the Bill of Rights</p> <p>List the amendments that were added to the U.S. Constitution</p> <p>Illustrate how our government is set up: Three branches</p>		<p>SS1-K1-1A</p> <p>SS1-K1-1B</p> <p>SS1-K1-1C</p> <p>SS1-K2-1B</p> <p>SS1-K2-1C</p> <p>SS1-K2-1D</p> <p>SS1-K3-1A</p> <p>SS1-K3-1B</p> <p>SS1-K3-1C</p> <p>SS1-K4-1A</p> <p>SS1-K4-1B</p> <p>SS1-K4-1C</p>	

<p>impacts of industrialization and expansion of New York State?</p> <p>What geographic reasons allowed New York State to become a leading manufacturing center?</p>	<p><i>Early Industrial Growth and Expansion</i></p> <p>New inventions in American travel, communication, and technology</p> <p>The importance of the Erie Canal</p> <p><i>Map Skills Review</i></p>	<p><i>Describe</i> the role of each branch of our government</p> <p><i>Identify</i> and <i>summarize</i> the roles of our country's founding fathers</p> <p><i>Describe</i> the causes and effects of the Industrial Revolution</p> <p><i>List</i> new inventions and technologies that helped to shape the Industrial Revolution</p> <p><i>Analyze</i> how these new inventions and breakthroughs in transportation affected both our nation's economy and the lives of individuals</p> <p><i>Compare</i> and <i>contrast</i> how life was different before and after the Industrial Revolution</p> <p><i>Describe</i> the impact that the Erie Canal had on industrial growth and transportation in New York</p> <p><i>Explain</i> and <i>illustrate</i> the concept of supply and demand</p> <p><i>Create</i> a chart which illustrates the differences between wants and needs</p> <p><i>Examine</i> and <i>describe</i> how both individuals in society and nations of the world depend on each other for goods and services</p> <p><i>Analyze</i> the geographic factors that caused New York to become a manufacturing center</p> <p><i>Explain</i> how the Industrial Revolution significantly changed the way goods were made, and services delivered</p> <p><i>Analyze</i> why people migrated to the United States in the past</p> <p><i>List</i> and <i>describe</i> reasons why people migrated to the United States (e.g. hunger,</p>	<p>SS2-K1-1A</p> <p>SS2-K1-1B</p> <p>SS2-K2-1A</p> <p>SS2-K2-1B</p> <p>SS2-K2-1C</p> <p>SS2-K2-1D</p> <p>SS2-K3-1A</p> <p>SS2-K4-1B</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p> <p>SS3-K1-1C</p> <p>SS3-K1-1D</p> <p>SS3-K1-1E</p> <p>SS3-K2-1A</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p> <p>SS4-K1-1A</p> <p>SS4-K1-1B</p> <p>SS4-K1-1C</p> <p>SS4-K1-1D</p> <p>SS4-K1-1E</p> <p>SS4-K1-1F</p> <p>SS4-K2-1A</p> <p>SS4-K2-1B</p> <p>SS4-K2-1C</p> <p>SS4-K2-1D</p> <p>SS5-K1-1A</p> <p>SS5-K1-1B</p> <p>SS5-K1-1C</p> <p>SS5-K1-1D</p> <p>SS5-K2-1A</p> <p>SS5-K2-1B</p> <p>SS5-K2-1C</p> <p>SS5-K2-1D</p> <p>SS5-K2-1E</p> <p>SS5-K2-1F</p> <p>SS5-K3-1A</p>	
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		poverty, and/or a lack of freedom in their homeland)	SS5-K3-1B	
		Recognize that people still migrate to the United States today for a variety of reasons	SS5-K3-1C	
		Research family heritage and ancestry as it may relate to immigration	SS5-K3-1D	
		Define and compare imports and exports	SS5-K3-1E	
		Review DBQ skills	SS5-K3-1F	
		Vocabulary:	SS5-K4-1A	
		Constitution	SS5-K4-1B	
		state	SS5-K4-1C	
		republic	SS5-K4-1D	
		democracy	SS5-K4-1E	
		amendment	SS5-K4-1F	
		capital		
		executive		
		legislative		
		judicial		
		inauguration		
		representative		
		canal		
		lock		
		cargo		
		export		
		freight		
		import		
		industry		
		industrialization		
		Industrial Revolution		
		Transportation Revolution		
		technology		
		needs		
		packet boat		
		steamboat		
		towpath		
		locomotive		

			Robert Fulton The Clermont DeWitt Clinton boycott employee employer strike AFL-CIO factory manufacture collective bargaining unions child labor exploitation compulsory education immigration diversity urbanization suburban rural		
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 7		Grade 5 New York State Social Studies Assessment Test Preparation The Expansion and Industrial Growth of the United States & New York State				
Key to Standards used in this Map						
<p>SS1-K1-1A [5 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. [Elementary]</p> <p>SS1-K1-1B [2 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1B - understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents. [Elementary]</p> <p>SS1-K1-1C [4 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1C - explain those values, practices, and traditions that unite all Americans. [Elementary]</p> <p>SS1-K2-1B [3 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1B - gather and organize information about the traditions transmitted by various groups living in their neighborhood and community. [Elementary]</p> <p>SS1-K2-1C [3 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1C - recognize how traditions and practices were passed from one generation to the next. [Elementary]</p> <p>SS1-K2-1D [5 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1D - distinguish between near and distant past and interpret simple timelines. [Elementary]</p> <p>SS1-K3-1A [4 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1A - gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities. [Elementary]</p> <p>SS1-K3-1B [5 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1B - classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious. [Elementary]</p> <p>SS1-K3-1C [4 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1C - identify individuals who have helped to strengthen democracy in the United States and throughout the world. [Elementary]</p> <p>SS1-K4-1A [4 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1A - consider different interpretations of key events and/or issues in history and understand the differences in these accounts. [Elementary]</p> <p>SS1-K4-1B [4 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1B - explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State. [Elementary]</p> <p>SS1-K4-1C [5 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1C - view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. [Elementary]</p> <p>SS2-K1-1A [5 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1A - read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses. [Elementary]</p> <p>SS2-K1-1B [4 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1B - explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop. [Elementary]</p> <p>SS2-K1-1C [3 occurrences] - SS Standard 2 - Key Idea 1 [World History i] - Performance Indicator 1C - study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions. [Elementary]</p> <p>SS2-K2-1A [6 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - distinguish between past, present, and future time periods. [Elementary]</p> <p>SS2-K2-1B [4 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1B - develop timelines that display important events and eras from world history. [Elementary]</p> <p>SS2-K2-1C [3 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1C - measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points. [Elementary]</p> <p>SS2-K2-1D [4 occurrences] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1D - compare important events and accomplishments from different time periods in world history. [Elementary]</p> <p>SS2-K3-1A [6 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1A - understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities. [Elementary]</p> <p>SS2-K3-1B [3 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1B - gather and present information about important developments from world history. [Elementary]</p> <p>SS2-K3-1C [5 occurrences] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1C - understand how the terms social, political, economic, and cultural can be used to describe human activities or practices. [Elementary]</p> <p>SS2-K4-1A [4 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1A - consider different interpretations of key events and developments in world history and understand the differences in these accounts. [Elementary]</p> <p>SS2-K4-1B [5 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. [Elementary]</p> <p>SS2-K4-1C [4 occurrences] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1C - view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. [Elementary]</p>						

SS3-K1-1A [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - study about how people live, work, and utilize natural resources. [Elementary]
SS3-K1-1B [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - draw maps and diagrams that serve as representations of places, physical features, and objects. [Elementary]
SS3-K1-1C [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians (Adapted from National Geography Standards, 1994) [Elementary]
SS3-K1-1D [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994) [Elementary]
SS3-K1-1E [6 occurrences] - SS Standard 3 - Key Idea 1 [Geography ii] - Performance Indicator 1E - investigate how people depend on and modify the physical environment. [Elementary]
SS3-K2-1A [5 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1A - ask geographic questions about where places are located; why they are located where they are; what is important about their location of other people and places. [Elementary]
SS3-K2-1B [5 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1B - gather and organize geographic information from a variety of sources and display in a number of ways. [Elementary]
SS3-K2-1C [6 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. [Elementary]
SS4-K1-1A [6 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. [Elementary]
SS4-K1-1B [5 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1B - explain how peoples wants exceed their limited resources and that this condition defines scarcity. [Elementary]
SS4-K1-1C [5 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1C - know that scarcity requires individuals to make choices and that these choices involve costs. [Elementary]
SS4-K1-1D [5 occurrences] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1D - study about how the availability and distribution of resources is important to a nations economic growth. [Elementary]
SS4-K1-1E [4 occurrences] - SS Standard 4 - Key Idea 1 [Economics ii] - Performance Indicator 1E - understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?. [Elementary]
SS4-K1-1F [5 occurrences] - SS Standard 4 - Key Idea 1 [Economics ii] - Performance Indicator 1F - investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. [Elementary]
SS4-K2-1A [2 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1A - locate economic information, using card catalogues, computer databases, indices, and library guides. [Elementary]
SS4-K2-1B [4 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1B - collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources. [Elementary]
SS4-K2-1C [2 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1C - make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary. [Elementary]
SS4-K2-1D [4 occurrences] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1D - present economic information by developing charts, tables, diagrams, and simple graphs. [Elementary]
SS5-K1-1A [3 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice. [Elementary]
SS5-K1-1B [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1B - consider the nature and evolution of constitutional democracies. [Elementary]
SS5-K1-1C [3 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens. [Elementary]
SS5-K1-1D [2 occurrences] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - analyze the sources of a nations values as embodied in its constitution, statutes, and important court cases. [Elementary]
SS5-K2-1A [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1A - explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States. [Elementary]
SS5-K2-1B [3 occurrences] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1B - understand the basic civil values that are the foundation of American constitutional democracy. [Elementary]
SS5-K2-1C [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1C - know what the United States Constitution is and why it is important. [Elementary]
SS5-K2-1D [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1D - understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government. [Elementary]
SS5-K2-1E [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1E - understand the structure of New York State and local governments, including executive, legislative, and judicial branches. [Elementary]
SS5-K2-1F [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1F - identify their legislative and executive representatives at local, state, and national governments. [Elementary]
SS5-K3-1A [4 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. [Elementary]
SS5-K3-1B [3 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - examine what it means to be a good citizen in the classroom, school, home, and community. [Elementary]
SS5-K3-1C [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1C - identify and describe the rules and responsibilities students have at home, in the classroom, and at school. [Elementary]
SS5-K3-1D [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1D - examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State. [Elementary]

SS5-K3-1E [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1E - understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service or course of action. [Elementary]

SS5-K3-1F [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1F - identify basic rights that students have and those that they will acquire as they age. [Elementary]

SS5-K4-1A [5 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1A - show a willingness to consider other points of view before drawing conclusions or making judgments. [Elementary]

SS5-K4-1B [4 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1B - participate in activities that focus on a classroom, school, or community issue or problem. [Elementary]

SS5-K4-1C [4 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1C - suggest alternative solutions or courses of action to hypothetical or historic problems. [Elementary]

SS5-K4-1D [4 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1D - evaluate the consequences for each alternative solution or course of action. [Elementary]

SS5-K4-1E [1 occurrence] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1E - prioritize the solutions based on established criteria. [Elementary]

SS5-K4-1F [2 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1F - propose an action plan to address the issue of how to solve the problem. [Elementary]