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# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 1: History of the US and NY** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(SS-1)**

## HISTORY of the UNITED STATES and NEW YORK

**Key Idea: SS.1.1** The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How are people/ families alike and different?</i> 1.1c People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.</p>	<p><i>EQ: How do families interact/ change?</i> 1.1a Families have beliefs, customs, and traditions. 1.1c Some family beliefs, customs, and traditions are based on family histories. 1.1c People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.</p>	<p><i>EQ: How are communities alike/ different?</i> 1.1a,c Events, people, traditions, practices and ideas make up my urban, suburban, or rural community. 1.1c My urban, suburban, or rural community has changed over time. 1.1c People living in urban, suburban and rural communities celebrate various holidays.</p>
<b>Grade 3</b>	<b>Grade 4</b>	
<p>No indicators at this grade level.</p>	<p><i>EQ: Why is Native American history an important element of New York State history?</i> 1.1a Native American Indians were the first inhabitants of our local region and State. 1.1a The Iroquois and the Algonquian were the early inhabitants of our State. <i>EQ: How did people arrive in the Americas?</i> 1.1a Groups of people who migrated to our local region and into our State. <i>EQ: How was NYS influenced in the Colonial period?</i> 1.1a Important accomplishments of individuals and groups living in our community and region. <i>EQ: How did the Revolution impact NYS/ US?</i> 1.1a Loyalists and patriots in NYS 1.1a Leaders of the Revolution <i>EQ: What effects did the Declaration of Independence have on NY/ US?</i> 1.1b Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Dec. Of Independence, and the Constitutions of the State of NY and the USA. 1.1a Individuals and groups who helped to strengthen democracy in the US. 1.1a,c The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. 1.1b The fundamental values and principles of American democracy are expressed in the Dec of Indep, Preamble to the US Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories. 1.1c Those values, practices, and traditions that unite all Americans. <i>EQ: How did NY expand during the Industrial Revolution?</i> 1.1a The important contributions of immigrants to NYS.</p>	

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 1: History of the US and NY** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(SS-1)**

## HISTORY of the UNITED STATES and NEW YORK

<p><b>Key Idea: SS.1.2</b> Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across times and from a variety of perspectives.</p>		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How are people/families alike and different?</i>                      1.2a My family and other families are alike and different.                      1.2a,b People use folktales, legends, music and oral histories to teach values, ideas, and traditions.                      1.2c People change over time.  <i>EQ: Where do you live?</i>                      1.2a What is a school?</p>	<p><i>EQ: How do families interact/ change?</i>                      1.2a,b People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.                      1.2b Families have beliefs, customs, and traditions.                      1.2c Families lived in other places and at different times.                      1.2c Families have a past and they change over time; my family timeline illustrates my family’s history.</p>	<p><i>EQ: How are communities alike/different?</i>                      1.2a,b,c Events, people, traditions, practices and ideas make up my urban, suburban, or rural community.                      1.2c My urban, suburban, or rural community has changed over time.                      1.2b People living in urban, suburban and rural communities celebrate various holidays.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p>No indicators at this grade level.</p>		<p><i>EQ: Why is Native American history an important element of NYS history?</i>                      1.2a,b Important accomplishments and contributions of Native American Indians who lived in our community and State.  <i>EQ: How did people arrive in the Americas?</i>                      1.2a,b Impacts of exploration- social/ cultural, economic, political, and geographic.  <i>EQ: How was NYS influenced in the Colonial period?</i>                      1.2a,b Dutch, English, and French influences in NYS.                      1.2c Lifestyles in the colonies- comparisons during different time periods.                      1.2b Different types of daily activities including social/ cultural, political, economic, scientific/ technological, or religious.  <i>EQ: How did the Revolution impact NYS/ US?</i>                      1.2a,b Native American Indians in NYS influenced the War.  <i>EQ: What effects did the Declaration of Independence have on NYS/ US?</i>                      1.2a Those values, practices, and traditions that unite all Americans.                      1.2a,b The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.  <i>EQ: How did NY expand during the Industrial Revolution?</i>                      1.2a,b The important contributions of immigrants to NYS.</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 1: History of the US and NY** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(SS-1)**

## HISTORY of the UNITED STATES and NEW YORK

**Key Idea: SS.1.3** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How do you/ others demonstrate citizenship?</i> 1.3c Citizenship includes an understanding of the holidays and celebrations of our nation.</p>	<p><i>EQ: How do families interact/ change?</i> 1.3a,c Folktales, biographies, oral histories, and legends relate family histories. <i>EQ: How are patterns evident in communities?</i> 1.3a Different events, people, problems, and ideas make up my community’s history. 1.3c Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.</p>	<p><i>EQ: How are communities alike/ different?</i> 1.3a Events, people, traditions, practices and ideas make up my urban, suburban, or rural community. <i>EQ: How do communities make rules and resolve conflicts?</i> 1.3a,b,c Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p>No indicators at this grade level.</p>		<p><i>EQ: Why is Native American history an important element of NYS history?</i> 1.3a Important accomplishments and contributions of Native American Indians who lived in our community and State. <i>EQ: How did people arrive in the Americas?</i> 1.3b Impacts of exploration- social/ cultural, economic, political, and geographic. <i>EQ: How was NYS influenced in the Colonial period?</i> 1.3b Different types of daily activities including social/ cultural, political, economic, scientific/ technological, or religious. 1.3a Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State. 1.3a Important accomplishments of individuals and groups living in our community and region. <i>EQ: How did the Revolution impact NY/ US?</i> 1.3a,c Leaders of the Revolution 1.3a Native American Indians in NYS influenced the War. <i>EQ: What effects did the Declaration of Independence have on NY/ US?</i> 1.3c Individuals and groups who helped to strengthen democracy in the US.. <i>EQ: How did NY expand during the Industrial Revolution?</i> 1.3a Transportation, inventions, communication, and technology.</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 1: History of the US and NY** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **(SS-1)**

## HISTORY of the UNITED STATES and NEW YORK

**Key Idea: SS.1.4** The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How do you/ others demonstrate citizenship?</i> 1.4b,c Citizenship includes an understanding of the holidays and celebrations of our nation.</p>	<p><i>EQ: How are patterns evident in communities?</i> 1.4a Different events, people, problems, and ideas make up my community's history. 1.4b,c Folklore, myths, legends, and other cultural contributions have helped shape our community and local region. <i>EQ: How do families interact/ change?</i> 1.4b Folktales, biographies, oral histories, and legends relate family histories. 1.4c People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.</p>	<p><i>EQ: How are communities alike/ different?</i> 1.4a,b,c Events, people, traditions, practices and ideas make up my urban, suburban, or rural community.</p>
<b>Grade 3</b>	<b>Grade 4</b>	
<p>No indicators at this grade level.</p>	<p><i>EQ: How did people arrive in the Americas?</i> 1.4a-c The slave trade and slavery in the colonies. <i>EQ: How was NYS influenced in the Colonial period?</i> 1.4a-c Important accomplishments of individuals and groups living in our community and region. <i>EQ: What effects did the Declaration of Independence have on NY/ US?</i> 1.4a-c The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. 1.4b Those values, practices, and traditions that unite all Americans. <i>EQ: How did NY expand during the Industrial Revolution?</i> 1.4a-c Immigration and migration</p>	

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 2: World History** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

## WORLD HISTORY

**Key Idea: SS.2.1** The study of world history requires an understand of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Kindergarten	Grade 1	Grade 2
No indicators at this grade level.	<p><i>EQ: How do families interact/ change?</i>                      2.1a Families and different kinds of families exist in all communities and societies though they may differ.  <i>EQ: How are patterns evident in communities?</i>                      2.1a Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.</p>	<p><i>EQ: How are communities alike/ different?</i>                      2.1c Events, people, traditions, practices and ideas make up my urban, suburban, or rural community.                      2.1a,b,c My urban, suburban, or rural community has changed over time.</p>
Grade 3		Grade 4
<p><i>EQ: How are world cultures similar/ different?</i>                      2.1a People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.                      2.1b People in world communities celebrate their accomplishments, achievements, and contributions.  <i>EQ: How are world communities similar/ different?</i>                      2.1a,b,c Different events, people, problems, and ideas make up world communities.                      2.1b Important events and eras of the near and distant past can be displayed on timelines.                      2.1b People in world communities may have different interpretations and perspectives about important issues and historic events.                      2.1c Families in world communities differ from place to place.                      2.1c Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.</p>		<p><i>EQ: How did people arrive in the Americas?</i>                      2.1a-c Major explorers of NYS                      2.1a-c The slave trade and slavery in the colonies.                      2.1a-c Groups of people who migrated to our local region and into our State.  <i>EQ: How was NYS influenced in the Colonial period?</i>                      2.1a-c Dutch, English, and French influences in NYS.  <i>EQ: How did NY expand during the Industrial Revolution?</i>                      2.1c Immigration and migration (e.g. Ellis Island; starvation in Ireland; forced relocation of Native American Indians in NYS)</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 2: World History** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

## WORLD HISTORY

**Key Idea: SS.2.2** Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How are people/ families alike and different?</i> 2.2a,b,c People change over time.</p>	<p><i>EQ: How do families interact/ change?</i> 2.2a Families lived in other places and at different times. 2.2a Families have a past and they change over time; my family timeline illustrates my family’s history.</p>	<p><i>EQ: How are communities alike/ different?</i> 2.2a,b,d My urban, suburban, or rural community has changed over time.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p><i>EQ: How are world communities similar/ different?</i> 2.2b Important events and eras of the near and distant past can be displayed on timelines. 2.2c Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points. 2.2d World communities change over time.</p>		<p>No indicators at this grade level.</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 2: World History** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

## WORLD HISTORY

<b>Key Idea: SS.2.3</b> Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
No indicators at this grade level.	<p><i>EQ: How do families interact/ change?</i> 2.3a Families have roles and responsibilities.</p> <p><i>EQ: How are patterns evident in communities?</i> 2.3a People exchange elements of their cultures.</p> <p><i>EQ: How do people in a class/ family/ community interact?</i> 2.3a Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.</p>	No indicators at this grade level.
<b>Grade 3</b>		<b>Grade 4</b>
<p><i>EQ: How are world communities similar/ different?</i> 2.3a,c World communities have social, political, economic, and cultural similarities and differences. 2.3a People of similar and different cultural groups often live together in world communities. 2.3b All people in world communities need to learn and they learn in different ways.</p> <p><i>EQ: How are world cultures similar/ different?</i> 2.3b People in world communities celebrate their accomplishments, achievements, and contributions. 2.3b People in world communities exchange elements of their cultures.</p> <p><i>EQ: What are common characteristics of world communities?</i> 2.3b The physical, human, and cultural characteristics of different regions and people throughout the world are different.</p>		No indicators at this grade level.

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 2: World History** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

## WORLD HISTORY

**Key Idea: SS.2.4** The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Kindergarten	Grade 1	Grade 2
No indicators at this grade level.	<p><i>EQ: How are patterns evident in communities?</i></p> <p>2.4c Folktales, biographies, oral histories, and legends relate family histories.</p> <p>2.4c Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.</p>	No indicators at this grade level.
Grade 3		Grade 4
<p><i>EQ: How are world cultures similar/ different?</i></p> <p>2.4a People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.</p> <p>2.4a,c Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p><i>EQ: How are world communities similar/ different?</i></p> <p>2.4a Different events, people, problems, and ideas make up world communities.</p> <p>2.4a,b,c Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.</p> <p>2.4b World communities have social, political, economic, and cultural similarities and differences.</p> <p>2.4b Families in world communities differ from place to place.</p> <p><i>EQ: How do world communities use resources?</i></p> <p>2.4b People in world communities make choices due to unlimited needs and wants and limited resources.</p>		No indicators at this grade level.

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 3: Geography** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of interdependent world in which we live- local, national, and global- including the distribution of people, places, and environments over the Earth’s surface. (SS-3)

## GEOGRAPHY

**Key Idea: SS.3.1** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How are people/ families alike and different?</i></p> <p>3.1a,b My physical self includes gender, ethnicity, and languages.</p> <p>3.1a Each person has likes and dislikes.</p> <p>3.1a Each person is unique and important.</p> <p>3.1a People are alike and different in many ways.</p> <p>3.1a All people need to learn and learn in different ways.</p> <p>3.1c All people need others.</p> <p><i>EQ: Where do you live?</i></p> <p>3.1a Different people live in my neighborhood.</p> <p>3.1c My neighborhood can be located on a map.</p> <p>3.1b,c Land and water masses can be located on maps and a globe.</p> <p>3.1b,c The United States can be located on a map and a globe.</p> <p><i>EQ: How do people rely on each other?</i></p> <p>3.1e People rely on each other for goods and services in families, schools, and the neighborhood.</p>	<p><i>EQ: How do families interact/ change?</i></p> <p>3.1d Families lived in other places and at different times.</p> <p>3.1e Families are interdependent.</p> <p><i>EQ: How are patterns evident in communities?</i></p> <p>3.1a,d Communities are connected economically and geographically.</p> <p>3.1b,c Places can be located on maps and on a globe.</p> <p>3.1b Monuments and important places are located in my neighborhood.</p> <p>3.1b Maps and diagrams serve as representations of places, physical features, and objects.</p> <p>3.1b Symbols represent places and can be used to locate geographic features and physical characteristics.</p> <p>3.1c Cardinal directions can be used to locate places and physical features.</p> <p>3.1e People depend on and modify their physical environments to meet basic needs.</p> <p><i>EQ: How do people meet their needs/ wants?</i></p> <p>3.1a Through work, people in communities earn income to help meet their needs and wants.</p>	<p><i>EQ: What is the relationship between a community’s physical setting and its ability to satisfy it’s needs and wants?</i></p> <p>3.1a,d,e Rural, urban, and suburban communities are influenced by geographic and environmental factors.</p> <p>3.1a,d,e Lifestyles in rural, urban and suburban communities are influenced by environmental and geographic factors.</p> <p><i>EQ: How are communities alike/ different?</i></p> <p>3.1b,c,d My urban, suburban or rural community can be located on a map.</p> <p>3.1c,d Urban, suburban and rural communities differ from place to place.</p> <p>3.1c,d Communities in the future may be different in many ways.</p>
<b>Grade 3</b>	<b>Grade 4</b>	
<p><i>EQ: What are common characteristics of world communities?</i></p> <p>3.1a,d,e The factors that influence human settlements differ in world communities.</p> <p>3.1a,d,e People living in world communities depend on and modify their physical environments in different ways.</p> <p>3.1a,d Lifestyles in world communities are influenced by environmental and geographic factors.</p> <p>3.1a,d The development of world communities is influenced by environmental and geographic factors.</p> <p><i>EQ: How are world community locations different?</i></p> <p>3.1b World communities can be located on maps and globes.</p> <p>3.1c The special relationships of world communities can be described by direction, location, distance, and scale.</p> <p>3.1c World communities can be located in relation to each other and to principal parallels and meridians.</p> <p>3.1c Regions represent areas of earth’s surface with unifying geographic characteristics.</p> <p>3.1c Earth’s continents and oceans can be located in relation to each other and to principal parallels and meridians.</p>	<p><i>EQ: Why is Native American history an important element of NYS history?</i></p> <p>3.1a Meeting basic needs- food, clothing, and shelter.</p> <p>3.1a,e Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic features.</p> <p><i>EQ: How did people arrive in the Americas?</i></p> <p>3.1a,c Impacts of exploration- social/ cultural, economic, political, and geographic</p> <p>3.1e Ways that people depended on and modified their physical environments</p> <p><i>EQ: How was NYS influenced in the colonial period?</i></p> <p>3.1e Ways that colonists depended on and modified their physical environments.</p> <p><i>EQ: How did the Revolution impact NYS/ US?</i></p> <p>3.1b,c Location of NYS</p> <p>3.1b,c The significance of NYS’s location and its relationship to the locations of other people and places.</p> <p>3.1a-c The war strategy: Saratoga and other local battles</p> <p><i>EQ: How did NY expand during the Industrial Revolution?</i></p> <p>3.1a,b Transportation, inventions, communication, and tech</p> <p>3.1d Geographic influences of industrialization and expansion</p> <p>3.1a-d Rural to urban to suburban migration</p>	

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 3: Geography** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of interdependent world in which we live- local, national, and global- including the distribution of people, places, and environments over the Earth’s surface. (SS-3)

## GEOGRAPHY

<p><b>Key Idea: SS.3.2</b> Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: Where do you live?</i>            3.2a,b Land and water masses can be located on maps and a globe.            3.2b The United States can be located on a map and a globe.</p>	<p><i>EQ: How are patterns evident in communities?</i>            3.2a Places can be located on maps and on a globe.            3.2b Maps and diagrams serve as representations of places, physical features, and objects.</p>	<p><i>EQ: How are communities alike/different?</i>            3.2a,b,c My urban, suburban or rural community can be located on a map.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p><i>EQ: How are world community locations different?</i>            3.2b Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.  <i>EQ: What are common characteristics of world communities?</i>            3.2a,b,c The causes and effects of human migration vary in different world regions.            3.2a The factors that influence human settlements differ in world communities.            3.2a The development of world communities is influenced by environmental and geographic factors.            3.2c The physical, human, and cultural characteristics of different regions and people throughout the world are different.</p>		<p><i>EQ: Why is Native American history an important element of NYS history?</i>            3.2c Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors.  <i>EQ: How did the Revolution impact NYS/ US?</i>            3.2b Location of NYS            3.2a The significance of NYS’s location and its relationship to the locations of other people and places            3.2a Geographic features that influenced the War            3.2c The war strategy: Saratoga and other local battles</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 4: Economics** Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the US and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. (SS-4)

## ECONOMICS

<b>Key Idea: SS.4.1</b> The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How are people/families alike and different?</i></p> <p>4.1a People define basic human need and wants.</p> <p>4.1a Families have needs and wants.</p>	<p><i>EQ: How do people meet their needs and wants?</i></p> <p>4.1a,c People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.</p> <p>4.1a Through work, people in communities earn income to help meet their needs and wants.</p> <p>4.1b Scarcity means that people’s wants exceed their limited resources.</p> <p>4.1c People make decisions about how to spend the money they earn.</p> <p>4.1c People work to earn money to purchase the goods and services they need and/ or want.</p> <p>4.1d Communities provide facilities and services to help satisfy the needs and wants of people who live there.</p>	<p><i>EQ: What is the relationship between a community’s physical setting and its ability to satisfy it’s needs and wants?</i></p> <p>4.1a Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.</p> <p>4.1c People in rural, urban and suburban communities must make choices due to unlimited needs and wants and limited resources.</p> <p>4.1e,f People in rural, urban, and suburban communities are producers and consumers of goods and services.</p> <p><i>EQ: How does our economic system display interdependence?</i></p> <p>4.1b Scarcity of resources requires people to make choices in urban, rural and suburban communities.</p> <p>4.1e,f Rural, urban, and suburban communities collect taxes to provide services for the public benefit.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p><i>EQ: How do world communities use resources?</i></p> <p>4.1a People in world communities must depend on others to meet their needs and wants.</p> <p>4.1a,d Resources are important to economic growth in world communities.</p> <p>4.1c People in world communities make choices due to unlimited needs and wants and limited resources.</p> <p>4.1c,d,f People in world communities use human, capital and natural resources.</p> <p>4.1c,d,f People in world communities locate, develop, and make use of natural resources.</p> <p>4.1e Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p> <p>4.1f Human needs and wants differ from place to place.</p> <p>4.1e,f Production, distribution, exchange and consumption of goods and services are economic decision all societies/ world communities must make.</p>		<p><i>EQ: Why is Native American history an important element of NYS history?</i></p> <p>4.1a Meeting basic needs- food, clothing, and shelter</p> <p><i>EQ: How did people arrive in the Americas?</i></p> <p>4.1a-f The slave trade and slavery in the colonies</p> <p><i>EQ: How was NYS influenced in the Colonial period?</i></p> <p>4.1e Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?</p> <p>4.1a,c Ways of making a living in our local region and State</p> <p>4.1d Causes for revolution: social, political, economic</p> <p><i>EQ: How did NY expand during the Industrial Revolution?</i></p> <p>4.1d Geographic influences of industrialization and expansion</p> <p>4.1a-d Economic interdependence (e.g. resource use; farm to market)</p> <p>4.1a The labor movement and child labor</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 4: Economics** Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the US and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. **(SS-4)**

## ECONOMICS

<b>Key Idea: SS.4.2</b> Economics requires the development and application of the skills needed to make informed and well-reasoned economic decision in daily and national life.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How do people rely on each other?</i> 4.2d People make economic decisions and choices.</p>	<p><i>EQ: How do people meet their needs and wants?</i> 4.2b People use tools, technologies, and other resources to meet their needs and wants. 4.2d People in communities must make choices due to unlimited needs and wants and scarce resources; these choice involve costs. <i>EQ: Hoe do people in a class/ family/ community interact?</i> 4.2c People plan, organize, and make decisions for the common good.</p>	<p><i>EQ: What is the relationship between a community’s physical setting and its ability to satisfy it’s needs and wants?</i> 4.2b People in rural, urban and suburban communities are producers and consumers of goods and services. <i>EQ: How does our economic system display interdependence?</i> 4.2c Rural, urban and suburban communities make decision about how to spend taxes they collect.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p><i>EQ: How do world communities use resources?</i> 4.2a People in world communities make choices due to unlimited needs and wants and limited resources. 4.2a-d Economic decisions in world communities are influenced by many factors.</p>		<p><i>EQ: How did NY expand during the Industrial Revolution?</i> 4.2a-d Economic interdependence (e.g., resource use; farm to market)</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

<p><b>Key Idea: SS.5.1</b> The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions help by people across time and place regarding power, authority, governance, and law.</p>		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How do you/ others demonstrate citizenship?</i>                      5.1b,d Rules affect children and adults.                      5.1b People make and changes rules for many reasons.                      5.1b Families develop rules to govern and protect family members.                      5.1b People in school groups develop rules to govern and protect themselves.</p>	<p><i>EQ: How do people in a class/ family/ community interact?</i>                      5.1a Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice.                      5.1b People form governments in order to develop rules and laws to govern and protect themselves.</p>	<p><i>EQ: How are communities alike/ different?</i>                      5.1b Roles and responsibilities of families in rural, urban and suburban communities change over time.  <i>EQ: How do communities make rules and resolve conflicts?</i>                      5.1d People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p><i>EQ: How is citizenship demonstrated in world communities?</i>                      5.1b,e People in world communities form governments to develop rules and laws to govern community members.                      5.1b People in world communities may have conflicts over rules, rights and responsibilities.  <i>EQ: How do world governments operate?</i>                      5.1b Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.                      5.1b Governments in world communities develop rules and laws.                      5.1c,e Governments in world communities organize to provide functions people cannot provide as individuals.                      5.1c,e Governments in world communities plan, organize and make decisions.</p>		<p><i>EQ: How was NYS influenced in the Colonial period?</i>                      5.1c,e Colonial governments                      5.1d Causes for revolution: social, political, economic  <i>EQ: How did the Revolution impact NYS/ US?</i>                      5.1d Effects of the Revolutionary War  <i>EQ: What effects did the Declaration of Independence have on NY/ US?</i>                      5.1e Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of NY and the USA.                      5.1a,c The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice, equality of opportunity; diversity; truth; and patriotism.  <i>EQ: How are the NYS government and US government similar and different?</i>                      5.1c The basic purposes of government in the US are to protect the rights of individuals and to promote the common good.                      5.1b An introduction to the probable consequences of the absence of government                      5.1a The meaning of key terms and concepts related to government, including democracy, power, and citizenship.</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

<p><b>Key Idea: SS.5.2</b> The state and federal governments established by the Constitution of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.</p>		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
No indicators at this grade level.	<p><i>EQ: How do people in a class/family/community interact?</i></p> <p>5.2f Students can participate in problem solving, decision making, and conflict resolution.</p>	<p><i>EQ: How do communities make rules and resolve conflicts?</i></p> <p>5.2e People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p><i>EQ: How is citizenship demonstrated in world communities?</i></p> <p>5.2f The processes of selecting leaders, solving problems, and making decisions differ in world communities.</p>		<p><i>EQ: What effects did the Declaration of Independence have on NYS/US?</i></p> <p>5.2a,c,d Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of NY and the USA.</p> <p>5.2a The importance of the Bill of Rights</p> <p>5.2b Basic democratic values</p> <p>5.2a,b The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice, equality of opportunity; diversity; truth; and patriotism.</p> <p>5.2a,c The fundamental values and principles of American democracy are expressed in the Dec of Indep, Preamble to the US Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.</p> <p><i>EQ: How are the NYS government and US government similar and different?</i></p> <p>5.2e,f The structure and function of the branches of government of NYS and local governments, including executive, legislative, and judicial branches.</p> <p>5.2a,c,d The US Constitution and the Constitution of the State of NY and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.</p> <p>5.2e,f Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.</p>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

<b>Key Idea: SS.5.3</b> Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.		
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How do you/ others demonstrate citizenship?</i></p> <p>5.3a Citizenship includes an awareness of the symbols of our nation.</p> <p>5.3a Citizenship includes an understanding of the holidays and celebrations of our nation.</p> <p>5.3a Citizenship includes knowledge about and a respect for the flag of the United States of America.</p> <p>5.3b,e All children and adults have responsibilities at home, in school, in the classroom, and in the community.</p> <p>5.3c People in school groups develop rules to govern and protect themselves.</p> <p>5.3e,f People have responsibilities as members of different groups at different times in their lives.</p>	<p><i>EQ: How do people in a class/ family/ community interact?</i></p> <p>5.3a Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.</p> <p>5.3a Citizenship includes a pledge of allegiance or loyalty to the United States of America.</p> <p>5.3b Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice.</p> <p>5.3b,c,e,f Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.</p> <p><i>EQ: How do families interact/ change?</i></p> <p>5.3c,e Families have roles and responsibilities.</p>	<p><i>EQ: How are communities and US principles expressed in stories, symbols, and songs?</i></p> <p>5.3a Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use.</p> <p>5.3a People living in urban, rural, and suburban communities celebrate various holidays.</p> <p><i>EQ: How are communities alike/ different?</i></p> <p>5.3c Roles and responsibilities of families in rural, urban, and suburban communities change over time.</p> <p><i>EQ: How do communities make rules and resolve conflicts?</i></p> <p>5.3e,f Citizens can participate in decision making, problem solving, and conflict resolution.</p>
<b>Grade 3</b>	<b>Grade 4</b>	
<p><i>EQ: How is citizenship demonstrated in world communities?</i></p> <p>5.3a People in world communities celebrate various holidays and festivals.</p> <p>5.3a People in world communities use monuments and memorials to represent symbols of their nations.</p> <p>5.3c People in world communities form governments to develop rules and laws to govern community members.</p> <p>5.3b,c,f People in world communities may have conflicts over rules, rights and responsibilities.</p> <p>5.3e The processes of selecting leaders, solving problems, and making decisions differ in world communities.</p>	<p><i>EQ: What effects did the Declaration of Independence have on NYS/ US?</i></p> <p>5.3c Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of NY and the USA.</p> <p>5.3c The importance of the Bill of Rights</p> <p><i>EQ: What effects did the Declaration of Independence have on the NY/ US?</i></p> <p>5.3c The fundamental values and principles of American democracy are expressed in the Dec of Indep, Preamble to the US Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.</p> <p><i>EQ: How are the NYS government and US government similar and different?</i></p> <p>5.3e,f The basic purposes of government in the US are to protect the rights of individuals and to promote the common good.</p> <p>5.3c The US Constitution and the Constitution of the State of NY and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.</p> <p>5.3b,c People elect and/or appoint leaders who make, enforce, and interpret laws.</p> <p>5.3b,c Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community.</p> <p>5.3a Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the US, its proper display, and use.</p> <p>5.3e Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.</p>	

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 5: Civics, Citizenship, and Government**      Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

## CIVICS, CITIZENSHIP, and GOVERNMENT

**Key Idea: SS.5.3** Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.

**Performance Indicator: SS.5.3e** Students will understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service.

**Performance Indicator: SS.5.3f** Students will identify basic rights that students have and those that they will acquire as they age.

### Correlation to ITI: Integration Thematic Instruction elements

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<ol style="list-style-type: none"> <li>1. Kids Voting curriculum</li> <li>2. How do you demonstrate “Lifelong Guidelines?”</li> <li>3. What lifeskills do you use to show your “personal best?”</li> <li>4. Code of conduct, classroom rights/ rules</li> </ol>	<ol style="list-style-type: none"> <li>1. Kids Voting curriculum</li> <li>2. How do you demonstrate “Lifelong Guidelines?”</li> <li>3. What lifeskills do you use to show your “personal best?”</li> <li>4. Code of conduct, classroom rights/ rules</li> </ol>	<ol style="list-style-type: none"> <li>1. Kids Voting curriculum</li> <li>2. How do you demonstrate “Lifelong Guidelines?”</li> <li>3. What lifeskills do you use to show your “personal best?”</li> <li>4. Code of conduct, classroom rights/ rules</li> </ol>
<b>Grade 3</b>		<b>Grade 4</b>
<ol style="list-style-type: none"> <li>1. Kids Voting Curriculum</li> <li>2. How do you demonstrate “Lifelong Guidelines?”</li> <li>3. How do you incorporate lifeskills everyday to demonstrate your “personal best?”</li> <li>4. Code of conduct, classroom rights/ rules</li> </ol>		<ol style="list-style-type: none"> <li>1. Kids Voting Curriculum</li> <li>2. How do you demonstrate “Lifelong Guidelines?”</li> <li>3. How do you incorporate lifeskills everyday to demonstrate your “personal best?”</li> <li>4. Code of conduct, classroom rights/ rules</li> </ol>

# SOCIAL STUDIES: K-4 Elementary Scope and Sequence

**NYS Standard 5: Civics, Citizenship, and Government** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the US and other nations; the US Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. (SS-5)

**NYS Standard 3: Language for Critical Analysis and Evaluation** Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

## CIVICS, CITIZENSHIP, and GOVERNMENT

**Key Idea: SS.5.4** The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rationale conclusions, and develop and refine participatory skills.

**Key Idea: ELA.3.1** Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<p><i>EQ: How do people rely on each other?</i> 5.4c-f People make economic decisions and choices.</p> <p><i>EQ: How do you/ others demonstrate citizenship?</i> 5.4b People have responsibilities as members of different groups at different times in their lives. 5.4b Families develop rules to govern and protect family members.</p> <p>ELA 3.1.1 Listen for differences in opinion and viewpoints to include: circle time, large/ small group discussions, read-aloud and shared reading, individual conferences, role play, and performances. ELA 3.1.2 Form an opinion or evaluate information based on environmental information.</p>	<p><i>EQ: How do people in a class/ family/ community interact?</i> 5.4a People plan, organize, and make decision for the common good. 5.4a-f Students can participate in problem solving, decision making, and conflict resolution. <i>EQ: How do families interact/ change?</i> 5.4a Families are interdependent.</p> <p>ELA 3.1.1 Listen for differences in opinion and viewpoints to include: circle time, large/ small group discussions, read-aloud and shared reading, individual conferences, role play, and performances. ELA 3.1.2 Form an opinion or evaluate information based on environmental information.</p>	<p><i>EQ: How do communities make rules and resolve conflicts?</i> 5.4a-f Citizens can participate in decision making, problem solving, and conflict resolution. 5.4b-f People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.</p> <p>ELA 3.1.1 Listen for differences in opinion and viewpoints to include: large/ small group discussions, read-aloud and shared reading, individual conferences, role play, presentations and performances. ELA 3.1.2 Form a personal opinion about the quality of texts read aloud. ELA 3.1.3 Recognize similarities and differences between POV of speaker and audience. ELA 3.1.4 Distinguish between fact and opinion.</p>
<b>Grade 3</b>		<b>Grade 4</b>
<p><i>EQ: How is citizenship demonstrated in world communities?</i> 5.4a-f The processes of selecting leaders, solving problems, and making decision differ in world communities.</p> <p>ELA 3.1.1 Listen for differences in opinion and viewpoints to include: large/ small group discussions, read-aloud and shared reading, individual conferences, role play, presentations and performances. ELA 3.1.2 Form a personal opinion about the quality of texts read aloud. ELA 3.1.3 Recognize similarities and differences between POV of speaker and audience. ELA 3.1.4 Distinguish between fact and opinion.</p>		<p><i>EQ: How are the NYS government and US government similar and different?</i> 5.4a-f Citizens can participate in political decision-making and problem solving at the local, State, and national levels.</p> <p>ELA 3.1.1 Listen for differences in opinion and viewpoints to include: large/ small group discussions, read-aloud and shared reading, individual conferences, role play, presentations and performances. ELA 3.1.2 Form a personal opinion about the quality of texts read aloud. ELA 3.1.3 Recognize similarities and differences between POV of speaker and audience. ELA 3.1.4 Distinguish between fact and opinion.</p>