

**New Paltz Central School District  
Social Studies  
Fourth Grade**

TIME	CONTENT	SKILLS	ASSESSMENTS
<b>S e p t e m b e r</b>	<p><b><u>UNIT 1: Geography of New York State</u></b></p> <ul style="list-style-type: none"> <li>• What are the regions of New York State?</li> <li>• What landforms are there in New York State?</li> <li>• What are some important waterways of New York State and why are they important?</li> </ul>	<ul style="list-style-type: none"> <li>• Maps               <ul style="list-style-type: none"> <li>• Read a physical map.</li> <li>• Find physical features on a map.</li> <li>• Locate places on a map using lines of latitude and longitude.</li> <li>• Locate places on a map using grid boxes.</li> <li>• Understand the concept of scale between real places on earth and the same places on a map.</li> <li>• Use a map scale to determine distance between two points.</li> </ul> </li> <li>• Geography of New York State               <ul style="list-style-type: none"> <li>• Locate information on the counties of New York by using a map and a table.</li> <li>• Read pictographs, bar graphs, pie graphs, and line graphs.</li> <li>• Understand the concept of population density.</li> <li>• Locate and identify New York's water resources.</li> <li>• Locate and identify Ulster County and surrounding counties.</li> <li>• Name and describe the four lowland and three upland regions of New York State.</li> <li>• Determine land elevations using an elevation map.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unit assessment</li> </ul>

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<b>October - November</b>	<p><b><u>UNIT 2: Native Americans</u></b></p> <ul style="list-style-type: none"> <li>• Who were the Native American groups that lived in what is now New York?</li> <li>• How did their cultures influence the history of the area?</li> <li>• How did they use the natural resources of the Eastern Woodlands to meet their needs?</li> <li>• What form of government did the Iroquois use and how did it influence the formation of government in New York? In the United States?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the two major groups of Native Americans who lived in what is now New York State.</li> <li>• Describe the Native American villages of the New York area.</li> <li>• Describe the homes of the Iroquois and the Algonquians.</li> <li>• Explain Iroquois and Algonquian methods of hunting, fishing, farming.</li> <li>• Describe ceremonies and celebrations held by the Iroquois and Algonquians.</li> <li>• Describe the appearance and clothing of the Native Americans.</li> <li>• Explain the organization of the Iroquois and Algonquian cultures.</li> <li>• Describe Iroquois and Algonquian beliefs and their effect on their way of life.</li> <li>• Describe how the League of the Five Nations was formed and its main principles.</li> <li>• Understand the influence of the League of the Five Nations in later forms of government.</li> <li>• Identify examples of New York’s Native American heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit assessment</li> </ul>

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<b>2020 2021 2022 2023 2024</b>	<p><b><u>UNIT 3: Explorers of the New World and New York</u></b></p> <ul style="list-style-type: none"> <li>• Why did the early European explorers explore?</li> <li>• Why did they come to the New World?</li> </ul>	<ul style="list-style-type: none"> <li>• Use map scale to calculate distances</li> <li>• Use map keys and legends</li> <li>• Read and interpret ship logs, cargo data, manifests</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> </ul>
<b>2025 2026 2027 2028 2029</b>	<p><b><u>UNIT 4: Colonial Times</u></b></p> <ul style="list-style-type: none"> <li>• Why did the Dutch colonize New York?</li> <li>• How did the Dutch and Native Americans interact?</li> <li>• How did the colonists organize themselves in New Amsterdam?</li> <li>• What was colonial life like in New Netherland?</li> <li>• How did the colonists organize themselves in New York?</li> <li>• What was colonial life like in New York?</li> <li>• How did the colonists influence our present culture?</li> <li>• How and why was slavery introduced in New York?</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps for different centuries to compare/contrast land distribution</li> <li>• Use map keys and legends</li> <li>• Use deductive reasoning to form hypotheses using illustrations, words, realia</li> <li>• Read and interpret primary documents</li> <li>• Analyze graphs depicting population distribution, types of occupations, import/export of goods etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> </ul>

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<b>M a r c h - A p r i l</b>	<p><b><u>UNIT 5: The American Revolution</u></b></p> <ul style="list-style-type: none"> <li>• What is a revolution?</li> <li>• Why did the colonists go to war against the British?</li> <li>• What important role did New York play in the Revolutionary War?</li> <li>• Why was the Declaration of Independence written?</li> <li>• What were the results of the War?</li> <li>• How might our lives be different if the outcome had been different?</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events</li> <li>• Create/interpret a timeline</li> <li>• Locate map routes</li> <li>• Understand cause and effect</li> <li>• Contrast/compare points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Unit assessment</li> </ul>
<b>A p r i l - M a y</b>	<p><b><u>UNIT 6: The New Nation</u></b></p> <ul style="list-style-type: none"> <li>• How did New York State reorganize itself after the war?</li> <li>• What is the importance of the United States Constitution?</li> <li>• What is the purpose of government?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/Contrast Articles of Confederation and Constitution</li> <li>• Sequence events in the formation of our government</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Assessment</li> </ul>

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<b>M a y</b>	<p><b><u>UNIT 7: Industrial Growth and Expansion</u></b></p> <ul style="list-style-type: none"> <li>• What forms of transportation were used in the 1800's?</li> <li>• Why was the Erie Canal built?</li> <li>• How did changes in transportation (steamboat, Erie Canal, train) affect industrial growth in New York State? Farms in New York State?</li> <li>• How did railroads help in the growth of New York State?</li> <li>• What effects did industrial growth have on life in New York? How did life change in New York as a result of industrial growth?</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events</li> <li>• Read and interpret primary documents</li> <li>• Evaluate data</li> <li>• Draw inferences from data</li> <li>• Locate information in print</li> </ul>	<ul style="list-style-type: none"> <li>• Unit assessment</li> </ul>
<b>M a y - J u n e</b>	<p><b><u>UNIT 8: Government</u></b></p> <ul style="list-style-type: none"> <li>• What is the purpose of the United States government?</li> <li>• What is democracy?</li> </ul>	<ul style="list-style-type: none"> <li>• Locate information in primary sources</li> <li>• Organize collected information</li> <li>• Evaluate data</li> <li>• Generalize from data</li> </ul>	<ul style="list-style-type: none"> <li>• Unit assessment</li> </ul>