

Mission Statement: It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

Elba Standards: In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

New York State Standards and Performance Indicators

Standard 1 - HISTORY OF THE UNITED STATES AND NEW YORK

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.

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.
 - 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
 - understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
 - explain those values, practices, and traditions that unite all Americans
- A. 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 time and from a variety of perspectives.
 - gather and organize information about the traditions transmitted by various groups living in their neighborhood and

- community
 - recognize how traditions and practices were passed from one generation to the next
 - distinguish between near and distant past and interpret simple timelines
- B. 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.
- gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
 - classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
 - identify individuals who have helped to strengthen democracy in the United States and throughout the world
- C. 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.
- consider different interpretation of key events and/or issues in history and understand the differences in these accounts
 - explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state
 - view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts

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.

1. The study of world history requires an understanding 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.
 - read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses

- 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
 - study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions
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.
 - distinguish between past, present, and future time periods
 - develop timelines that display important events and eras from world history
 - measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points
 - compare important events and accomplishments from different time periods in world history
 3. 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.
 - understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities
 - gather and present information about important developments from world history
 - understand how the terms *social*, *political*, *economic*, and *cultural* can be used to describe human activities or practices
 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.
 - consider different interpretations of key events and developments in world history and understand the differences in these accounts
 - explore the lifestyles, beliefs, traditions, rules and law, and social/cultural needs and wants of people during different periods in history and in different parts of the world
 - view historic events through the eyes of those who were there, as shown in their art, writing, music, and artifact

Standard 3 - **GEOGRAPHY**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live- local, national, and global- including the distribution of people, places, and environments over the Earth's surface.

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.
 - draw maps and diagrams that serve as representations of places, physical features, and objects
 - 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
 - identify and compare the physical, human, and cultural characteristics of different regions and people
 - study about how people live, work and utilize natural resources
 - investigate how people depend on and modify the physical environment

3. 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.
 - ask geographic questions about where places are located; why they are located where they are; what is important about their locations; how their locations are related to the location of other people and places
 - gather and organize geographic information from a variety of sources and display in a number of ways
 - analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data

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 U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

1. 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.

- know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
- explain how people's wants exceed their limited resources and that this condition defines scarcity
- know that scarcity requires individuals to make choices and that these choices involve costs
- study about how the availability and distribution of resources is important to a nation's economic growth
- 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?
- investigate how production, distribution, exchange and consumption of goods and services are economic decisions with which all societies and nations must deal

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.
 - locate economic information, using card catalogues, computer databases, indices, and library guides
 - collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources
 - make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary
 - present economic information by developing charts, tables, diagrams, and simple graphs

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 U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.
 - know the meaning of key terms and concepts related to government, including *democracy*, *power*, *citizenship*, *nation-state*, and *justice*

- explain the probable consequences of the absence of government and rules
 - describe the basic purposes of government and the importance of civic life
 - understand that social and political systems are based upon people's beliefs
 - discuss how and why the world is divided into nations and what kinds of governments other nations have
2. The state and federal governments established by the Constitutions 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.
- explain how the Constitutions of New York States and the United States and the Bill of Rights are the basis for democratic values in the United States
 - understand the basic civil values that are the foundation of American constitutional democracy
 - know what the United States Constitution is and why it is important
 - understand that the United States Constitution and Constitution of the State of New York are written plans for organizing the functions of government
 - understand the structure of New York State and local governments, including executive, legislative and judicial branches
 - identify their legislative and executive representatives at the local, state, and national governments
- 4 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
- understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
 - examine what it means to be a good citizen in the classroom, school, home and community
 - identify and describe the rules and responsibilities students have at home, in the classroom and at school
 - examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
 - understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service

- identify basic rights that students have and those that they will acquire as they age
- 5 The study of civics and citizenship requires the ability to probe ideas and assumption, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.
- show a willingness to consider other points of view before drawing conclusions or making judgments
 - participate in activities that focus on a classroom, school or community issue or problem
 - suggest alternative solutions or courses of action to hypothetical or historic problems
 - evaluate the consequences for each alternative solution or course of action
 - prioritize the solutions based on established criteria
 - propose an action plan to address the issue of how to solve the problem

National Standards:

People, Places and Environments

- * Social studies programs should include experiences that provide for the study of people, places, and environments.
- * In early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills.
- * During middle school, students relate their personal experiences to happenings in other environmental contexts.
- * In high school, students apply geographic understanding across a broad range of fields.

Individual Development and Identify

- * Social studies programs should include experiences that provide for the study of individual development and identity.
- * Personal identity is shaped by one's culture, by groups, and by institutional influences.

Individuals, Groups and Institutions

- * Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- * Schools, churches, families, government agencies, and the courts all play an integral role in our lives.
- * Students should know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and institutions can be maintained or changed.

Power, Authority and Governance

- * Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- * Learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security.

Production, Distribution and Consumption

- * Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- * People have wants that often exceed the limited resources available to them. A variety of ways have been invented to decide upon answers to four fundamental questions: What should be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)?

Science, Technology and Society

- * Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
- * Technologies form systems, which are intertwined with our daily lives.
- * Students should explore the complex relationships among technology, human values, and behavior.
- * Students need to think about how we can manage technology so that we control it rather than the other way around.

Global Connections

- * Social studies programs should include experiences that provide for the study of global connections and interdependence.
- * Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global

issues in many fields.

Civic Ideals and Practices

- * Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
- * An understanding of civic ideals and practices is critical to full participation in society and is a central purpose for social studies.

Performance Indicators: Description of the levels of student achievement pertaining to standard.

Assessment:	Acceptable Performance Level
A measure of student progress on performance indicators.	Based on pre-established criteria.
(any kind of test you are giving that is testing the performance indicator - formal or informal)	Grades are given on chapter tests, map skills, projects, vocabulary, quizzes, etc. 70% and above is passing. Rubrics are used to grade projects.

Scope: The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

Connect local, New York State, and United States history, focusing on the following themes:

- * Native American Indians of New York State
- * European encounter: Three worlds (Europe, Africa, and the Americas) meet in the Americas
- * Colonial and Revolutionary periods
- * The new nation
- * Industrial growth and expansion
- * Government-local and State

Sequence: Order of subject matter. Use text, New York, Adventures in Time and Place.

Using globes including:

- A. locating oceans, continents, hemispheres, equator, North and South Poles
- B. how to use cardinal and intermediate directions, compass rose, symbols, map keys, scales, and locators

Using maps including:

- A. learning different kinds of maps such as political, physical, landform, transportation, historical, elevation, and local connections to maps (from our communities – such as Gloversville)

Chapter 1 – The Geography of New York

- A. study different landforms such as plains, plateaus, valleys, glacier, moraine, till, drumlins, effects of Ice Age, etc.
- B. study particular places such as Adirondack Mountains, Appalachian Plateau, Genesee River, Finger Lakes, Catskill Mountains, Hudson River Valley, etc.
- C. study of the waters of New York such as the Hudson River, Mohawk River, Lake Erie, Lake Ontario, Niagara River, St. Lawrence River, Lake Champlain, New York Bay, etc.
- D. study New York's climate including weather, climate, temperature, precipitation, etc.

Chapter 2 – Resources and Regions

- A. study New York's natural resources and their conservation
- B. study how a strong economy is created by New York's natural resources
- C. learn about citizenship, reading how a New Yorker has protected the Hudson River with the Clean Water Act

- D. study decision making and its importance in our communities
- E. study the various regions of New York, as well as the regions of the United States (six New York regions, five United States regions)
- F. learn from place names through local connections (Salina)

Chapter 3 – First People of New York

- A. study early people of the Americas such as hunter-gatherers and early farmers
- B. study artifacts and archaeologists identify cause and effect, allowing students to put facts together in a meaningful way to explain why things happen
- D. study people of the Eastern Woodlands – the Algonkian and the Iroquois, their lives, their heritage, their homes, and their ancestors
- E. study the importance of the Iroquois Confederacy

Chapter 4 – Colonial New York

- A. study of European explorers and their impact on the settlement of New York
- B. learn geographic skills – use latitude and longitude (a globe grid) in finding Any place on earth, especially related to New York
- C. study New Netherland, the Dutch influence in New York State
- D. study about British New York, the British influence in New York State (as well as the original thirteen British colonies)
- E. learn about life in the New York colony
- F. study about indentured servants, slavery, manors, tenant farmers, and the
- G. cultures of these people
- H. study about buildings from local connections-Brentwood

Chapter 5 – The American Revolution

- A. study about unrest in the colonies, including Patriots and Loyalists
- B. study the reasons for the American Revolution
- C. study the various battles
- D. study about the Continental Congress and Declaration of Independence
- E. learn various peoples (such as John Jay) of the American Revolution
- F. be able to read timelines with reference to New York’s history and events in the thirteen colonies
- G. study the Revolution in New York and the various battles, including Saratoga, the turning point of the war
- H. learn about the legacy of West Point
- I. learn from historic sites – local connections – Rome, New York

Chapter 6 – From Colony to State

- A. learn about a new state, new nation
- B. study about the New York Constitution, settling up the state government
- C. study about representatives
- D. study the formation of the National Government, the United States Constitution, and a new president
- E. study fact and opinion and knowing how each term helps us make decisions
- F. learn about business on Wall Street; including the New York Stock Exchange
- G. learn from libraries – local connections - Buffalo

Chapter 7– Early years of Statehood

- A. study about the Western Frontier, especially Genesee County
- B. study how citizenship makes a difference – sharing Iroquois ways
- C. learn the importance of steamboats, canals, and railroads
- D. learn importance of the Erie Canal
- E. learn to read circle and line graphs in connection with the Erie Canal
- F. learn about energy and growth of New York industries, discussing the Industrial Revolution in New York State
- G. learn about stories and songs as through local connections – “Sleepy Hollow”

Chapter 8 – In Search of Freedom

- A. study about a call for change – women’s rights, the fight against slavery, the Underground Railroad, the Civil War, etc.
- B. learn about New York in the Civil War – Emancipation Proclamation, etc.
- C. use thinking skills in making conclusions based on the first African American newspaper, “Freedom’s Journal”
- D. learn from monuments and sculptures through local connections - Peekskill

Chapter 9 – New York, A National Leader

- A. study about big business and bold ideas such as the growth of railroads and new inventions like the camera, typewriter and sewing machine

- B. use the study skill of using reference sources such as a dictionary, encyclopedia, CD ROM, etc. in reference to big business and bold ideas.
- C. learn about the Dreams of a Better Life – studying immigrants in New York
- D. study about changing landscapes such as the Statue of Liberty, the State Capitol, the Brooklyn Bridge, Adirondacks, Niagara Power, etc.
- E. learn about citizenship viewpoints on how we should use the Land of the Adirondacks
- F. learn from pictures through local connections: Rochester

Chapter 10 – A New Century

- A. study about New York in the early 1900's
- B. learn about women's suffrage, the Harlem Renaissance, subways, skyscrapers, etc.
- C. learn from old photographs
- D. study about the Great Depression and World War II
- E. study new ways of living such as city to suburbs, interstate highways, etc.
- F. learn about fair treatment for everyone including civil rights
- G. learn about Love Canal and pollution
- H. use map scales as part of finding distances, basically on New York State maps
- I. learn from interviews through local connections – the Bronx

Chapter 11 – Working in New York

- A. study agriculture in New York State
- B. learn about manufacturing in New York State, including discussion of exports and imports, high technology, etc.
- C. learn about New York services such as doctors, teachers, government workers, broadcasters, tourism industry, financial services, and the Arts in New York
- D. use the geography skills about reading time zone maps (time zones of the United States)
- E. learn from writing letters through local connections - Watertown

Chapter 12 – New York's Government

- A. learn about our local and state governments, including how a bill becomes a

- law in our state government
- B. learn about the 3 branches of government – local, state, and national
- C. study how citizenship makes a difference – “The Penny Harvest” – used to help homeless children
- D. use the study skill of reading a newspaper including various parts of a newspaper including news articles, feature articles, etc.
- E. learn about our national government (democratic republic) including the 3 branches
- F. learn from newspapers through local connections - Elmira

Chapter 13 – New Yorkers Today

- A. learn about the people of New York – diversity and ethnic groups, including culture
- B. learn about cities, suburbs, and rural countryside
- C. use study skills in writing notes and outlines (about immigrants)
- D. learn about New York arts, recreation, and sports including the legacy of baseball
- E. learn from customs through local connections - Manhattan

Trade books used with Fourth Grade Social Studies

- A. Drums at Saratoga by Lisa Banim – in conjunction with chapter 5, “The American Revolution”
- B. Farmer Boy by Laura Ingalls Wilder – in conjunction with Chapter 8, “In Search of Freedom”
- C. The Kid Who Ran For President by Dan Gutman – in conjunction with Chapter 12, “New York’s Government”
- D. Indian Captive by Lois Lenski - in conjunction with Chapter 3, "First People of New York"

Preparation for Fifth Grade Social Studies Test (including the DBQ)

In preparation for the Fifth Grade Social Studies Test, we have aligned (with the chapters in our text) several essential questions and constructive responses worksheets, together with basic vocabulary (N), which the Fourth Grade pupils must be able to interpret and know to be successful on this particular test. These are as follows:

- A. Chapter 1 – geographical vocabulary terms and several maps to interpret
- B. Chapter 2 – two charts to interpret
- C. Chapter 3 – several artifacts, two photographs, and two primary sources to interpret
- D. Chapter 4 – one artifact, one song, and one map to interpret
- E. Chapter 5 – three political cartoons and one timeline to interpret
- F. Chapter 6 – one time line to interpret
- G. Chapter 7 – one photograph and one song to interpret
- H. Chapter 8 – two primary sources and one photograph to interpret
- I. Chapter 9 – four photographs and one political cartoon to interpret
- J. Chapter 10 – one photograph to interpret
- K. Chapter 11 – one song to interpret
- L. Chapter 12 – one photograph, one song, one political cartoon, two charts, and vocabulary words to interpret and know
- M. Chapter 13 – one song and one primary source to interpret

Use of NYSTROM desktop New York State maps as follows:

- A. Chapter 1 – NY Rivers, Lakes of New York, Rain and Snow, Growing Seasons
- B. Chapter 2 – Look at the Land
- C. Chapter 3 – Indian Tribes and Names
- D. Chapter 4 – First European Explorers
- E. Chapter 5 – Revolutionary War in New York

F. Chapter 7 – War of 1812

G. Chapter 7 – Erie Canal

H. Chapter 8 – New York and the Underground Railroad

I. Chapter 9 – Where People Live in New York, Industry Grows in New York, New York and the Underground Railroad, Transportation Changes in New York

J. Chapter 11 – Farming In New York

Methodology: Best Practices

To be conducted through the use of a textbook, videos, projects, vocabulary, essential questions and constructive responses, graphic organizers, field trips, cooperative learning, elements of instruction (when possible), New York desktop maps, trade books associated with the content of certain chapters of the text, hands-on-activities, worksheets and assessments for units and chapters of text, and notebooks for writing responses to various questions in the chapters. We also take a walking tour of Elba, visiting the Village and Town Halls (brief view of local government, local history, and local architecture, using a teacher written information guide).