

Main Criteria: New York State Learning Standards and Core Curriculum

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

New York State Learning Standards and Core Curriculum

Science

Grade: 4 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.4.1.	Energy
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /
CONCEPTUAL
UNDERSTANDI
NG

4-ESS3-
1.

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

The Sahara Desert

STRAND / DOMAIN / UNIFYING THEME	NY.4.2.	Waves: Waves and Information
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /
CONCEPTUAL
UNDERSTANDI
NG

4-PS4-3.

Generate and compare multiple solutions that use patterns to transfer information.

Social Studies Online

Grade 3 - Geography of Our Communities

STRAND / DOMAIN / UNIFYING THEME	NY.4.3.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Social Studies Online African Safari Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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STANDARD / CONCEPTUAL UNDERSTANDI NG	4-LS1-2.	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Social Studies Online Grade 4 - West Region Geography Who Lives On a Coral Reef?
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STRAND / DOMAIN / UNIFYING THEME	NY.4.4.	Earth's Systems: Processes that Shape the Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Social Studies Online Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STANDARD / CONCEPTUAL UNDERSTANDI NG	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Social Studies Online Grade 3 - Geography of Our Communities
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New York State Learning Standards and Core Curriculum

Social Studies

Grade: 4 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.RI.4.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.4.4.	Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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STRAND / DOMAIN / UNIFYING THEME	NY.SL.4.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTAND ING	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION / CONTENT SPECIFICATION	SL.4.1.e.	Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. <u>Social Studies Online</u> Grade 3 - A Country of Cultures
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STRAND / DOMAIN / UNIFYING THEME	NY.SL.4.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD / CONCEPTUAL UNDERSTANDI NG	SL.4.3.	<p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Businesses At Work</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How Government Helps Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - I Am a Consumer</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>How Coral Reefs Are Formed</p> <p>Jerusalem - Then and Now (Younger Grades)</p> <p>London - City of Pomp & Majesty</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades K - 5</p> <p>Rome - The Eternal City</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Washington, DC - Grades K - 5</p> <p>Who Lives On a Coral Reef?</p>
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STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.B.	Chronological Reasoning and Causation

STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.B.3.	<p>Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.B.4.	<p>Distinguish between long-term and immediate causes and effects of a current event or an event in history.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.B.5.	<p>Recognize dynamics of historical continuity and change over periods of time.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Northeast</p>
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.C.	Comparison and Contextualization

STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.C.2.	Identify multiple perspectives on an historical event. <u>Social Studies Online</u> Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.C.4.	Recognize the relationship between geography, economics, and history in social studies. <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.1.	Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities. <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.2.	Distinguish human activities and human-made features from "environments" (natural events or physical features —land, air, and water—that are not directly made by humans). <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts

STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.3.	Identify how environments affect human activities and how human activities affect physical environments. Social Studies Online Amazon Rainforest - Grades 2-5 Grade 4 - Northeast Grade 4 - West Region Geography
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.5.	Describe how human activities alter places and regions. Social Studies Online Amazon Rainforest - Grades 2-5
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.E.	Economics and Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.E.1.	Explain how scarcity necessitates decision making; compare the costs and benefits of individual and economic decisions. Social Studies Online Grade 3 - Businesses At Work
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.E.2.	Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services. Social Studies Online Grade 3 - Businesses At Work
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.E.3.	Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy. Social Studies Online Barcelona Grade 3 - Businesses At Work
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.F.8.	Identify rights and responsibilities as a citizen of your community and state. Social Studies Online Grade 3 - How Government Helps Our Communities
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.2.	NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

STANDARD / CONCEPTUAL UNDERSTANDING	4.2a.	Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
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EXPECTATION /
CONTENT
SPECIFICATION

4.2a.2. Students will investigate how Native Americans such as the Haudenosaunee (Iroquois) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants.

[Social Studies Online](#)
[Grade 3 - The First Americans](#)
[Grade 4 - West Region Early Beginnings](#)

STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.2.	NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.2c.	Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

EXPECTATION /
CONTENT
SPECIFICATION

4.2c.1. Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.

[Social Studies Online](#)
[Grade 3 - A Country of Cultures](#)
[Grade 3 - The First Americans](#)
[Grade 4 - West Region Early Beginnings](#)

STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.3.	COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.3a.	Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

EXPECTATION /
CONTENT
SPECIFICATION

4.3a.1. Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.

[Social Studies Online](#)
[Canada: Our Northern Neighbor](#)

EXPECTATION /
CONTENT
SPECIFICATION

4.3a.2. Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.

[Social Studies Online](#)
[Canada: Our Northern Neighbor](#)

STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
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CATEGORY / CLUSTER / KEY IDEA	4.3.	COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.3b.	Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

EXPECTATION / CONTENT SPECIFICATION	4.3b.1.	Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions. Social Studies Online Grade 4 - Northeast
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EXPECTATION / CONTENT SPECIFICATION	4.3b.2.	Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony. Social Studies Online Grade 4 - Northeast
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EXPECTATION / CONTENT SPECIFICATION	4.3b.3.	Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British. Social Studies Online Grade 4 - Southeast Region of the U.S.
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STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.3.	COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.3d.	Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

EXPECTATION / CONTENT SPECIFICATION	4.3d.1.	Students will examine issues of political and economic rights that led to the American Revolution. Social Studies Online Grade 3 - The First Americans Grade 4 - Northeast
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STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4a.	After the Revolution, the United States of America established a federal government; colonies established state governments.

EXPECTATION / CONTENT SPECIFICATION	4.4a.1.	Students will examine the basic structure of the federal government, including the president, Congress, and the courts. Social Studies Online Grade 3 - How Government Helps Our Communities
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EXPECTATION / CONTENT SPECIFICATION	4.4a.2.	Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government. Social Studies Online Grade 3 - How Government Helps Our Communities
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STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4c.	Government in New York State is organized into counties, cities, towns, and villages.

EXPECTATION / CONTENT SPECIFICATION	4.4c.2.	Students will identify the borough of New York City in which they live, and in which county the borough is located. Social Studies Online Grade 4 - Northeast
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STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4d.	New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.

EXPECTATION / CONTENT SPECIFICATION	4.4d.1.	Students will examine the rights and freedoms guaranteed to citizens. Social Studies Online Grade 3 - How Government Helps Our Communities
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STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4e.	Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

EXPECTATION / CONTENT SPECIFICATION	4.4e.2.	Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury. Social Studies Online Grade 3 - How Government Helps Our Communities
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.6.	WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.6b.	In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.
EXPECTATION / CONTENT SPECIFICATION	4.6b.3.	Students will locate and name at least five towns and four cities along the canal, and identify major products shipped using the canal. Social Studies Online Grade 4 - Northeast
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.6.	WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.6c.	Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.
EXPECTATION / CONTENT SPECIFICATION	4.6c.2.	Students will trace developments in transportation and communication technology from the 1800s to the present, noting the effects that these changes had on their communities, the State, and the world. Social Studies Online Grade 4 - Northeast
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.7.	IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.7a.	Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

EXPECTATION / CONTENT SPECIFICATION	4.7a.1.	Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine. <u>Social Studies Online</u> <u>Grade 4 - Northeast</u>
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EXPECTATION / CONTENT SPECIFICATION	4.7a.2.	Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced. <u>Social Studies Online</u> <u>Grade 4 - Northeast</u>
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EXPECTATION / CONTENT SPECIFICATION	4.7a.4.	Students will investigate the requirements for becoming a United States citizen. <u>Social Studies Online</u> <u>Grade 3 - How Government Helps Our Communities</u>
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STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.7.	IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.7b.	Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

EXPECTATION / CONTENT SPECIFICATION	4.7b.1.	Students will investigate the reasons that African Americans moved into northern cities. <u>Social Studies Online</u> <u>Grade 3 - How The Country Was Settled</u> <u>Grade 4 - Midwest Region Today</u>
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EXPECTATION / CONTENT SPECIFICATION	4.7b.2.	Students will investigate artists, writers, and musicians associated with the Harlem Renaissance. <u>Social Studies Online</u> <u>Grade 4 - Midwest Region Today</u>
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