GREEN CHIMNEYS SCHOOL
CURRICULUM GUIDE

ELEMENTARY & MIDDLE SCHOOL

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Both Clearpool and Brewster campuses follow the Next Generation learning standards as set forth by New York State.

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English Language Arts (ELA) Grades 1-8

Standards for each grade level revolve around the following for reading, writing, listening, and speaking.

READING ANCHOR STANDARDS

Key Ideas and Details

STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

Integration of Knowledge and Ideas

STANDARD 7: Integrate and evaluate content presented in diverse media and formats.

STANDARD 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

WRITING ANCHOR STANDARDS

Text Types and Purposes

STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Research to Build and Present Knowledge

STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STANDARD 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD 5: Make strategic use of digital media and visual displays to express information and enhance understanding of presentations.

STANDARD 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.

Teachers utilize a variety of resources to provide appropriately modified instruction including:

- newsela
- ixl
- HMH
- Ready NY
- Evan Moore
- Frank Schaffer
- The Mailbox

Mathematics Grades 1-8

NYS Next Generation Standards for Mathematical Practice
Standards for each grade level revolve around the following for mathematical practice.

STANDARD 1: Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

STANDARD 2: Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

STANDARD 3: Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can

make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

STANDARD 4: Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

STANDARD 5: Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

STANDARD 6: Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

STANDARD 7: Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

STANDARD 8: Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

GENERAL TOPICS BY GRADE

Grade 1

- Develop understanding of addition, subtraction, and strategies for addition and subtraction within 20;
- Developing understanding of whole number relationships and place value, including grouping in tens and ones;
- Developing understanding of linear measurement and measuring lengths as units;
- Reasoning about attributes of geometric shapes.

Grade 2

- Extending understanding of base-ten notation;
- Building fluency with addition and subtraction;
- Using standard units of measure;
- Describing and analyzing shapes.

Grade 3

- Developing understanding of multiplication and division and strategies for multiplication and division within 100;
- Developing understanding of fractions, especially unit fractions (fractions with numerator 1);
- Developing understanding of the structure of rectangular arrays and of area;
- Describing and analyzing two-dimensional shapes.

Grade 4

- Developing an understanding and fluency with multi-digit multiplication, and developing an understanding of dividing to find quotients involving multi-digit dividends;
- Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;
- Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Grade 5

- Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
- Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations;
- Developing an understanding of volume.

Grade 6

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
- Writing, interpreting, and using expressions and equations;
- Developing understanding of statistical thinking.

Grade 7

- Developing understanding of and applying proportional relationships;
- Developing understanding of operations with rational numbers and working with expressions and linear equations;
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, volume; -drawing inferences about populations based on samples.

Grade 8

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- Grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Teachers utilize a variety of resources to provide appropriately modified instruction including:

- ixl
- Growing with Mathematics
- Discovery Education
- Ready NY
- Houghton Mifflin

Science Grades 1-8

GENERAL TOPICS BY GRADE

Grade 2

Matter

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Ecosystems

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Make observations of plants and animals to compare the diversity of life in different habitats.

Earth Systems

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Engineering Design

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Grade 3

Physical Science

- Effects of balanced and unbalanced forces on different objects
- Finding patterns in the motions of everyday objects
- Asking questions to figure out the cause and effect of electricity and magnets
- Use magnets to design a solution to a simple problem

Life Science

- Life cycles for different plants and animals; showing birth, growth, reproduction and death
- Explain in detail why some animals form groups to survive
- Comparing and contrasting different types of plants and animals
- How environment impacts animal/plant survival and growth
- Typing plant/animal fossils and assessing environment
- List traits that help organisms survive and explain why these are helpful
- Explain why in a particular habitat some plants and animals grow strong, some struggle and others die
- Speak up for why changing something about the environment can be harmful and why this change needs a solution.

Earth and Space Science

- Make a table and graph of weather for a particular season and place
- Research and present information about climates in different parts of the world
- Explain how to prevent and minimize damage from weather disasters

Engineering, Technology and Applications in Science

- Creating and analyzing solutions to simple problems
- Brainstorm solutions for engineering problems and compare which best solves the problem
- Test and analyze if an idea will work, fail or just needs improvement

Grade 4

Motion and Stability

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.

Molecules and Organisms

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death

Ecosystems, Energy and Dynamics

- Construct an argument that some animals form groups that help members survive.

Heredity and Traits

- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- Use evidence to support the explanation that traits can be influenced by the environment.

Biological Evolution

- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Earth's Systems

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard

Engineering Design

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Grade 5

Physical Science

- Show that matter is made of particles
- Weight of matter
- Identify materials based on their properties
- Mixing substances to create new substances
- Gravity

Life Science

- Energy for all things starts with the sun
- How plants get what they need to grow from air and water
- Show the movement of matter among plants, animals, decomposers and the environment

Earth and Space Science

- Stars
- Pattern of change in environment based on season and day/night
- Understanding geosphere, biosphere, hydrosphere, atmosphere
- Locations of water on earth
- How communities protect the Earth's resources and environment

Engineering, Technology and Applications in Science:

- Considering cost, materials, and time to meet a need or want
- Creating and analyzing solutions to problems
- Planning experiments and using results to improve

Grades 6-8

Matter and its Interactions

- Develop models to describe the atomic composition of simple molecules and extended structures.
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred
- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

Motion and Stability

- Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Energy

- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.*
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

Waves

- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Ask questions about data to determine the factors that affect the strength of electric and magnetic forces
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

Molecules to Organisms

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
- Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.
- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Ecosystems: Interactions, Energy, and Dynamics

- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- Evaluate competing design solutions for maintaining biodiversity and ecosystem services

Heredity: Inheritance and Variation of Traits

- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Biological Evolution: Unity and Diversity

- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Earth's Place in the Universe and Human Activity

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system.
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Engineering Design

- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Teachers utilize a variety of resources to provide appropriately modified instruction including:

- ❖ Kessler Science
- ❖ Scott Foresman
- ❖ Individual labs
- ❖ ixl

Social Studies Grades 1-8

The New York State Social Studies Standards follow 6 basic practices:

1. Gathering, Interpreting and Using Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economic Systems
6. Civic Participation

GENERAL TOPICS BY GRADE

Grade 2
My Community and Other Communities
"My Community and Other Communities" is organized into five units of study: Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies, and may be presented in any order.

Grade 3
Communities around the World
In "Communities around the World," students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action.

Grade 4
New York State and Local History and Government
Topics focus on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the State's history from before the European colonial era to the modern period.

Grade 5
The Western Hemisphere
Course studies are based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory to modern times. Teachers are encouraged to make and teach local connections

throughout the course, especially in the examination of citizenship related to modern political and economic issues.

Grade 6

The Eastern Hemisphere

Course studies are based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences.

Grade 7 and 8

History of the United States and New York

Students examine the United States and New York State through a historical lens. The two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans and ending with an examination of the United States in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

Teachers utilize a variety of resources to provide appropriately modified instruction including:

- Scott Foresman
- Student of History
- Doodlenotes
- ixl