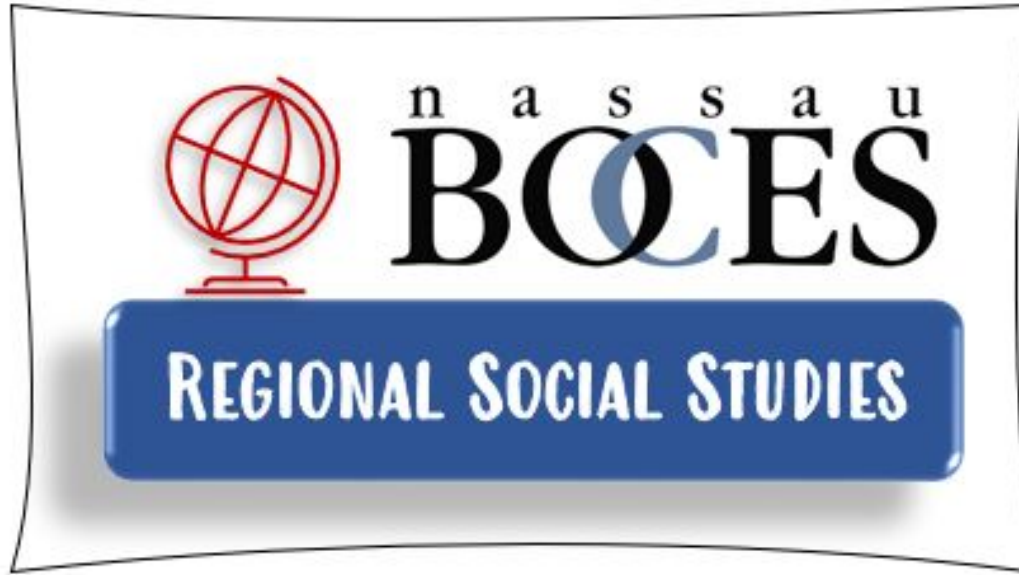


**Center for
Professional
Development**

Patricia Iannacone
Supervisor



Corinne Suckle
Program Coordinator

Diana Beltrani
Program Specialist

Grades 3-5

Available for 2024-2025



Where we started...



Spring 2022

Summer 2022

2022-2023 School Year



Pilot 2023-2024
School Year

Nassau BOCES Regional SS Curriculum

- ★ Written in collaboration with Long Island teachers
- ★ Engaging student-centered activities aligned to the NYS Social Studies Framework and Social Studies Practices
- ★ Regional inclusion
- ★ Aligned to ELA standards
- ★ Embedded projects that support Civic Readiness
- ★ Assessments resembling Regents tasks

Nassau BOCES

- ★ Smithtown
- ★ Garden City
- ★ E. Meadow
- ★ Levittown
- ★ Long Beach
- ★ Shoreham-Wading River



*Not to be distributed without explicit consent from Nassau BOCES.

Sept - Oct		Nov - April				May - June
Grade 3	Unit 1: Geography Essential Question: Why does geography matter? (Microsoft) (Google)	Communities Around the World				Unit 6: Student choice Essential Questions: How did geography shape the history and culture of your selected community? In what ways is the culture of your selected community similar and different to the others studied this year? (Microsoft) (Google)
		Unit 2: Colombia Essential Questions: How did geography shape the history and culture of Colombia? In what ways is the culture of Colombia similar and different to the US? (Microsoft) (Google)	Unit 3: Nigeria Essential Questions: How did geography shape the history and culture of Nigeria? In what ways is the culture of Nigeria similar and different to the US? (Microsoft) (Google)	Unit 4: India Essential Questions: How did geography shape the history and culture of India? In what ways is the culture of India similar and different to the US? (Microsoft) (Google)	Unit 5: Government and Economic Essential Questions: How do communities around the world form governments? How are those governments similar and different? How do communities around the world meet their needs and wants? (Microsoft) (Google)	
New York State and Local History and Government						
Grade 4	Unit 1: Geography of NY Essential Question: How did geography shape NY? (Microsoft) (Google)	Unit 2: Colonial and Revolutionary Period Essential Question: How did the American Revolution impact life in NY State? (Microsoft) (Google)	Unit 3: NYS Government Essential Question: How does the government of NY State impact the way we live? (Microsoft) (Google)	Unit 4: Reform Movements in NY Essential Question: How did people try to improve life in New York? (Microsoft) (Google)	Unit 5: Westward Movement and Industrialization Essential Question: How did westward movement and industrialization impact life in New York? (Microsoft) (Google)	Unit 6: Immigration and Migration Essential Question: Was the American dream real for immigrants in New York? (Microsoft) (Google)
The Western Hemisphere (Canada, US, Mexico, Puerto Rico)						
Grade 5	Unit 1: Early American Civilizations Essential Question: How were early American civilizations influenced by their environment? (Microsoft) (Google)	Unit 2: Exploration Essential Question: How did European exploration impact the Western Hemisphere? (Microsoft) (Google)	Unit 3: Geography of the Americas Essential Question: How does geography impact the economic development of countries in the Western Hemisphere? (Microsoft) (Google)	Unit 4: Cultures of the W. Hemisphere Essential Question: How are the cultures of the Western Hemisphere similar and different? (Microsoft) (Google)	Unit 5: Governments of the W. Hemisphere Essential Question: How did different government systems develop in the Western Hemisphere? (Microsoft) (Google)	Unit 6: Civic Action Project Essential Question: How can I make society better as a citizen? (Microsoft) (Google)

**Note: Preview any outside links, live resources, or search engines you share with students, as ads and other material may change.

Don't just take our word for it...

3rd Grade Teachers

“Everything is all in one place”

“Resources are linked right there”

4th Grade Teachers

“Ease of accessibility”

“Easy access to all material linked in the notes section, including supplemental resources”

“Takes the guesswork out of finding materials”

“One-stop shop instead of hunting and pecking for unit materials”

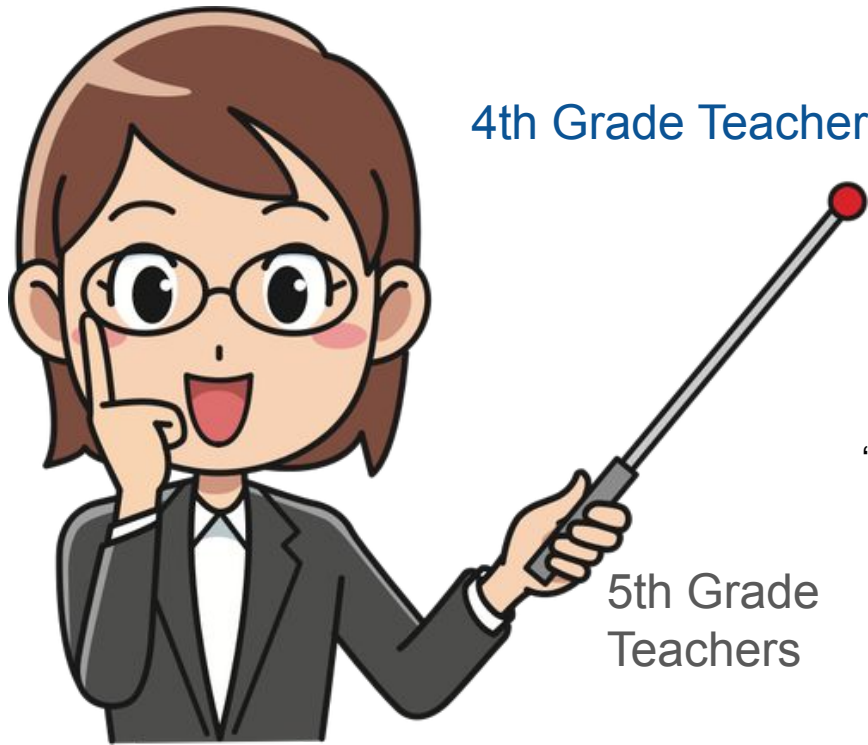
“Easy to use”

“Teachers didn't have to dig around to find resources on their own or within the curriculum”

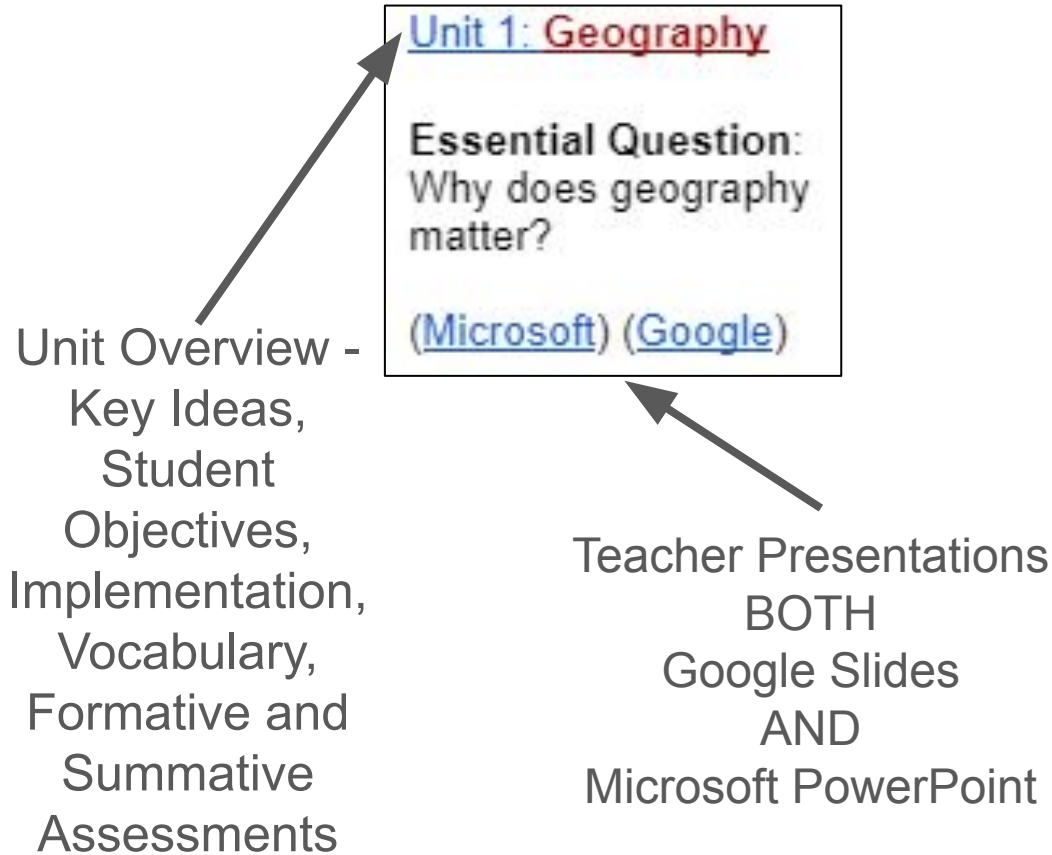
“Foolproof”

“Everything was done and ready to go.” Nothing needed to be revised or redone unless the teacher chose to create/change things up”

5th Grade Teachers



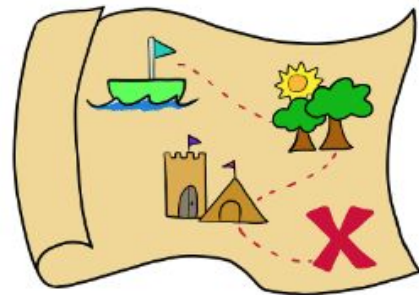
Scope and Sequence



"The entire Unit is one slideshow rather than all separate."



"Could leave for a sub in a pinch, which you can't do with most lessons."



Unit 1

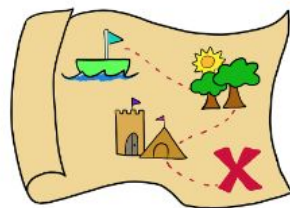
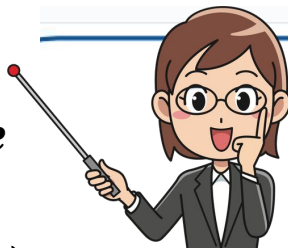
Essential Question:

Why does geography matter?



“The overall aims and learning activities flowed from one to the next.”

“It was streamlined and not cumbersome.”



Unit 1

Essential Question:

Why does geography matter?



Unit Length Approximately 16 periods (based on a 40-minute period)

Key Ideas:

3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools. (Theme: GEO)

3.2 The location of world communities can be described using geographic tools and vocabulary. (Theme: GEO)

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs. (Theme: GEO)

Where in the world do you live?



Get the kids talking, thinking and questioning what they will learn about with “anticipatory activities”.

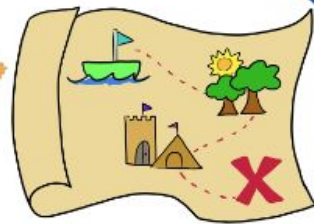


“Students got really good at Notice and Wonder”



Aim #1

Globes vs. Maps



What are similarities and differences between maps and globes?

What are the pros and cons of both?

Aim Length: Approximately 2 periods (based on a 40-minute period)

3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

- Objectives:**
- Students will compare geographic information found in photographs and satellite images with other representations of the same area [...].
 - Students will identify the differences between a globe and a map.
 - Students will examine a variety of maps [...] looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale.

One place for everything you need...

Students demonstrate their understanding using multiple pathways.



Embedded explicit teacher instructions, resources and options for differentiation

Teacher Instructions:

- Students may complete one, or more, of the following activities (dependent on timing) to illustrate what they have learned about maps in this aim.
- Note: If you need to assign one activity to all students, it is advised you use the "Make it a Map" activity so students can demonstrate their understanding of map elements and how they work together in action.
- You can print some maps you want to include from the "Map Folder" (access by clicking here) or elsewhere for these learning activities.
- Show What You Know Options:
 - "Quick Draw": Students will draw an example of each feature of a map/globe (print the upcoming "Quick Draw" slide for students).
 - "Pin the Tail on the Map": The teacher will print any maps they'd like. In small groups or independently, students will draw or "pin" an X to represent major elements of the map(s), as well as the locations of the United States, India, Colombia, and Nigeria, as they are called out by the teacher.
 - "Make a Map": Students will design a map using the setting from their favorite story, movie, game, bedroom, etc. They might also create a map of their classroom. Print the upcoming "Map of the Classroom" slide for students after using it as a model and to review requirements for student maps. Students will need paper and colored markers/crayons/pencils to complete this assignment.
 - "Fill in the Blanks": Students will use a word bank comprised of the elements of a map in order to match the name of the element to its function (print the upcoming "Elements of a Map" slide for students).

A variety of supplemental resources are provided throughout the units for all grades.

The most advanced civilizations that developed in the Americas (North America, Mesoamerica, and South America) were the **Aztecs**, the **Mayas** and the **Incas**.



→ As a class, we will read the following articles and complete the chart to determine the factors that make the Incas, Mayas and Aztecs advanced civilizations.

Teacher Instructions:

- Review slide with students.
- Click to reveal the assignment next to the red arrow.

Supplemental Resources:

Aztec

- [Ask History: What Happened to the Aztecs? | History](#)
- [The Aztecs: All You Need to Know](#)
- The Aztec Empire* by Sunita Apte

Maya

- [Ancient Maya 101 | National Geographic](#)
- [Exploring Maya Civilization for Kids: Ancient Mayan Culture Documentary for Children - FreeSchool](#)
- The Ancient Maya* by Jackie Maloy

Inca

- [Rise of the Incan Empire](#)
- [Guide to Machu Picchu for Children: Lost City of the Inca for Kids - FreeSchool](#)
- The Inca Empire* by Sandra Newman

Material can easily be printed from the slide or link. You can also upload them to a digital platform!



NAME: _____

Date: _____

Quick Draw

Directions: Draw an example of each element of a map.

TITLE

SCALE

COMPASS ROSE

LEGEND



Teacher Instructions:

- Print out a copy of this slide for students to fill in.

"Since it's digital it can be manipulated, put up on Google Classroom, blown up into charts, etc."



Activities
include
Social
Studies
Practices.

Graphic
Organizers
support
student
thinking.

What might be some possible
enduring, or lasting, **issues**
or concerns in the Western
Hemisphere?



Teacher Instructions:

- Ask students to turn and talk what some **enduring issues** (persistent challenges or concerns that have spanned across various time periods and societies) might include.
- Add to a class chart possible enduring issues or concerns as students share out.

Possible Responses: environmental issues, immigration, trade, human rights violations, scarcity, conflict, equity issues, poverty, etc.

4 Corners - Battle of Saratoga



This is a drawing that shows an important part of the Battle of Saratoga. Before we talk about the battle, let's study the for parts of the picture to see what we notice.

Study this part of the drawing.

- What do you see?
- What do you wonder?
- What can you infer?



Battle of Long Island

MAP SKILLS

Label to Learn:

1. Locate and **highlight** the East River. It separates Brooklyn and Queens from the Island of Manhattan.
2. General Washington predicted that Britain would try to take over New York City. He stationed some of his troops on the Long Island side of the East River. They built **fortifications**, or military constructions, for defense. Draw a few small **blue Xs** in Brooklyn across from Manhattan to represent these fortifications.
3. General Howe attacked from Staten Island. Draw a few small **red Os** in Staten Island across from Brooklyn to represent the British. Howe planned to attack by land and have warships block the river and trap the Americans.



Stop and Jot: Write your prediction about what you think will happen during the Battle of Long Island.



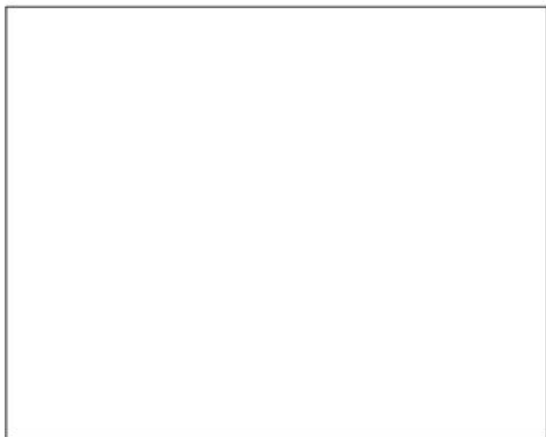
We are headed to Colombia!

- Create your passport for our journey.
- Fold the pages your teacher gives you into a passport booklet.
- We will add more pages to our passport as we travel through Colombia.



Teacher Instructions:

-Print out the passport pages (following slides) for students to fold and create their passport booklet. (You can make a country folder instead, if the folded pages are too small for some students.)



Passport back cover: Add a design or symbol for the United States of America.



Teacher Instructions:

-Students record their name on the front of the passport (above the word "Passport").

- The teacher creates one as well to use as a model!



Traveler Picture: Add or sketch a picture of you!



Traveler's Name:

Age: _____

Birthday: _____

Home Country: _____

Countries Visited:

Holi

Holi is a Hindu holiday that celebrates the beginning of spring. It is sometimes called, "The Festival of Colors." Holi symbolizes a new beginning and fresh start. It usually takes place in March each year and lasts for two days.

People celebrating may throw **gulal**, or colored powder and water, as they dance in the streets. People may sing near bonfires and throw items into the fire that represent bad thoughts. This means they are getting rid of bad energy and thoughts for the new season.



Children throwing gulal in the streets.



"Good variety of activities and text levels (could be adapted by teacher for their student needs too)."

"Kid-friendly"

Republic Day

Republic day is celebrated on January 26th in all of India. It celebrates the day the constitution of India started. A constitution is a set of rules that helps guide a country.

A big parade takes place in the capital of India, New Delhi. The president oversees that celebration with other important Indian guests. The celebration includes many bands playing and a flag flying ceremony.



Bands play in New Delhi on Republic Day.

Name: _____



Date: _____

How are holidays in India similar to holidays you celebrate in the United States?

How are holidays in India different than holidays you celebrate in the United States?



"Lots of reading and writing activities are incorporated into the curriculum so you're hitting on lots of skills and standards."

Imagine YOU are an Immigrant

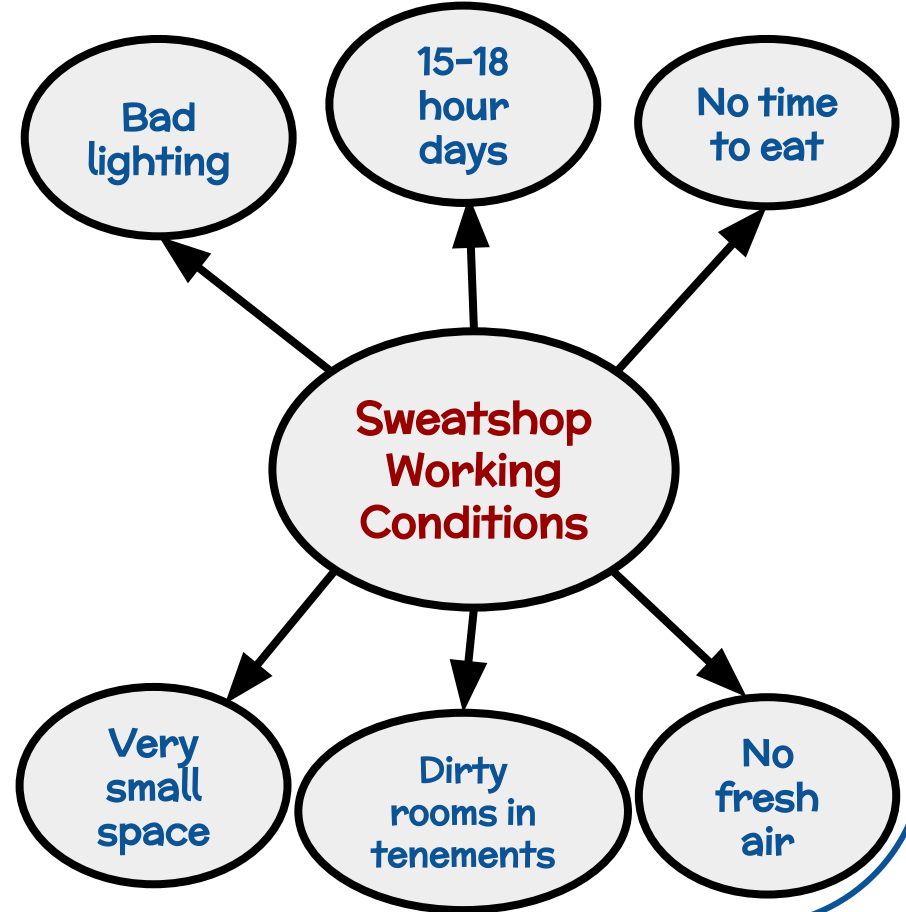
Page 1 of your book

Imagine you are on a crowded ship with 3,000 other people. All the people are from different countries, speak different languages and belong to different religions.

How do you feel?
Illustrate your thinking.



Sweatshop Conditions



Imagine YOU are an Immigrant

Page 12 of your book

Your mother and sister have gotten jobs in a sweatshop. They work all day and then bring home more work to do at night. When you get home from your factory job, you help them do their work.

How do you feel?
illustrate your thinking.



Name: _____ Date: _____

Harriet Tubman



Harriet Tubman

Harriet Tubman was born to a family of enslaved people around 1820 in Dorchester Maryland. Her birth given name was Aramin but she later changed it to Harriet (which was her mother's name). In about 1844, Harriet married a free African American named John Tubman.

In 1849, she learned that she was going to be sold. She decided to escape to Philadelphia, Pennsylvania. She traveled 90 miles north to Pennsylvania using the **Underground Railroad**. The Underground Railroad was not a real railroad. It was a secret network that helped enslaved people find their way to freedom.

Once in Pennsylvania, Tubman found a job as a housekeeper but she was not happy knowing that her family was still enslaved. Tubman returned to Maryland and helped many family members escape. Tubman became a "conductor" for the Underground Railroad. Tubman was never caught and never "lost a passenger."

After the Civil War, Tubman lived in Auburn, New York with her parents. She worked for equality and women's rights. Tubman died in 1913.



The route of the Underground Railroad.

Name: _____

Government's Role in Daily Life:

In Cuba, the government plays a vital role in providing essential services and ensuring that everyone has access to education, healthcare and social programs. The government also oversees industries and transportation, making sure they serve the needs of the people.

Education and Healthcare:

Cuba takes great pride in its education and healthcare systems. Education is free and compulsory, or mandatory, for children up to the age of 15. There is a strong emphasis on literacy and access to education for all. The healthcare system provides free medical care to all citizens and Cuba is known for its medical advances and contributions to global health.

Challenges and Opportunities:

Cuba has faced various challenges over the years, including economic struggles and political changes. However, the government continues to work towards improving the lives of its citizens and finding opportunities for growth and development.

You've learned about the government of Cuba, a unique and fascinating country with a rich history and culture. From the president leading the nation to the National Assembly making decisions, Cuba's government plays a crucial role in shaping the lives of its people. As you continue to explore the world, remember the importance of understanding different government systems and the impact they have on societies.



Jobs, Trades, and Occupations

Cobbler (shoemaker)

An important trade during colonial

and
s would
cobblers
types of
s shoes
n's boots



Cooper

The cooper made different containers such as barrels, casks and buckets. These containers were important in colonial times for storing all sorts of items including ale, wine, flour, gunpowder and tobacco. The cooper was a skilled trade as these containers needed to be durable and watertight for a long time.



Chandler (candlemaker)

The chandler was a merchant who specialized in making candles. Candles were an important item in Colonial America because they didn't have electricity for lights. Candles were usually made from tallow (made from animal fat), but could also be made from bayberry or myrtle wax. To make a candle, the candlemaker would repeatedly dip a wick into heated tallow or wax until the candle reached the desired size. The early settlers made their own candles.



Blacksmith

The blacksmith was one of the most important tradesmen of any colonial settlement. They used a forge, or shaped metal, to make and fix all sorts of iron items such as horseshoes, tools, axe heads, hammers, nails and plowshares.



Activities/ Projects that align with the Seal of Civic Readiness

Aim # 3: How can we make a positive difference in our community?



Key ideas: All students have the ability to effectuate change.

Democracies improve with civic engagement from everyone, including children.

Objective: Students will demonstrate a sense of self as an active participant in society, willing to contribute to solving local and/or nation problems.

Objective: Students will explore how anyone can create a positive change in their school, community, or country.

Objective: Students will take responsibility for improving one's community- locally, in government at all levels, and in the broader world.

Objective: Students will identify and help solve problems within one's community.

Objective: Students will complete a civic readiness capstone or civic engagement project.

Objective: Students will value equity, inclusivity, diversity, and fairness.

Let's think about our community or surrounding communities. What are some problems that people may be facing?



- School Community
- Local Community (town)
- National Community (our country)

How can we make a positive difference?



Civic Engagement Enrichment activities included



Heal the Earth Campaign



- ★ Identify two actions your selected community has taken to protect the environment.
- ★ Create an advertisement explaining the benefits of these two actions.
- ★ Then, add a slogan in order to encourage others to support these actions.

Note: Enrichment activity if time allows.

Teacher Instructions:

- Using knowledge and research on actions being taken to protect their selected world community, students will create an advertisement explaining the need for and benefits of these actions.
- This project is called the "Heal the Earth" campaign ([click here to access](#) the project details and rubric).
- Students can then share their campaign by presenting it to the whole class, small groups, a gallery walk or another means of presentation.

Your Job...

Decide whether you agree or disagree with the following statement.

5th graders should be allowed to have
a phone in school.



Scaffolded debate and writing activities

Aligns to both
SS and ELA

Debate:_____

Choose your side: ☐ Yes, I agree **or** ☐ No, I disagree

State the reasons why you agree or disagree with this topic. Use these ideas as speaking points during the debate. **Be sure to provide evidence for a counter argument.**

- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____

Counter Argument- Some may argue that...

But the evidence clearly shows...

Suggested debates could be:

- Should cellphones be allowed in schools?
- Should students have to complete homework?
- Should students should be allowed to run school assemblies?
- Should you be allowed to vote under the age of 18?
- Should students be allowed to pick school lunches?

Time to show what you know!

Unit 1 Exam



Name: _____
Date: _____

Grade 3 Unit 1: Why does geography matter

- Which of the following is a tool that can be used to study geographic regions?
A) A microscope
B) A compass
C) A typewriter
D) A calculator
- How do people modify their environment to meet their needs?
A) By leaving it in its natural state
B) By planting trees
C) By conserving resources
D) By building dams and bridges

Refer to the following paragraphs to answer questions 18-20.

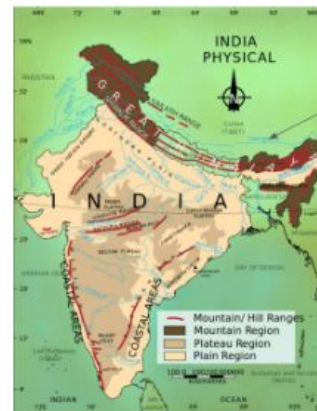
"Imagine living near the sea where it's really rainy! People who live there are experts at adapting. They build houses on stilts to stay safe from floods, and they wear raincoats and boots to stay dry. They even grow special plants that love lots of rain. That's how amazing people are—they change what they do and how they live to match the weather and the place they call home!"

18. How does the environment impact the way people in this area live? (Give at least 2 examples from the paragraph.)

MAP A



MAP B



Answer the following questions using the information in Map A and Map B.

15. Describe one similarity between Map A and Map B. _____

Describe one difference between Map A and Map B. _____

What tool do you use to find out about the landforms in India? _____

Unit Overviews

- Essential Question(s) and Key Idea(s)
- Social Studies Practices
- Key Vocabulary
- Student objectives with implementation steps
- Formative Assessments for each Aim within the unit
- ELA Reading and Writing Standards

ELA Standards

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.

Craft and Structure

4. Determine the meanings of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Standards

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Research to Build and Present Knowledge

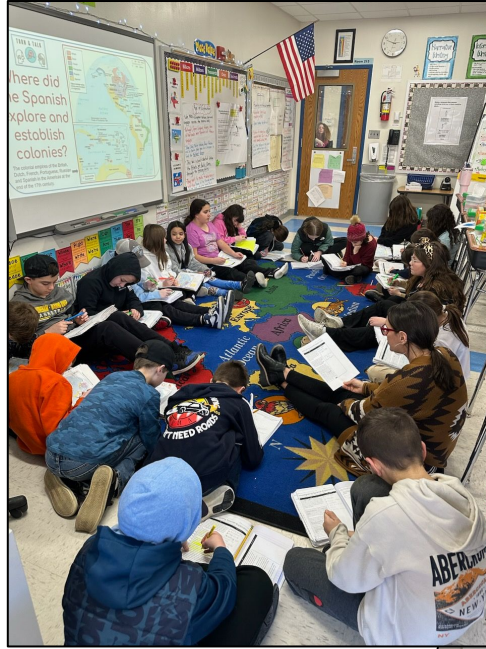
7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

But what are the kids' reactions?



Feedback Form to help us improve year after year

- ★ Teachers can provide their feedback for each unit via a form.
- ★ Our team will help to make sure we are providing the best curriculum possible.



Special Thanks to our Partners



**Shoreham Wading River
School District**



Levittown Public Schools



Garden City & Long Beach

NB RSSC Details

Subscription cost
based on # Elem in
District

1–2	\$3,000
3–4	\$3,500
5+	\$4,000



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Questions?



To Sign Up For



Contact:

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csuckle@nasboces.org

