

Unit of Inquiry #1 August 20–October 14	Skills	HCSS Standards	Common Core	Core Knowledge Concepts	Essential Questions	Strategies
<p>What We See</p> <p>Central Idea: Systems that define our beliefs and values offer explanations about the world around us.</p> <p>Lines of Inquiry (Generalized): • An inquiry into similarities and differences between belief systems (secular and faith-based.)</p> <p>• An inquiry into the different points of view and the impact of spiritual traditions on society.</p> <p>• An inquiry into the impact of spiritual traditions on society.</p> <p>Key Concepts: Form, Connection, Perspective</p> <p>Related Concepts: Perspective, commitment, diversity</p> <p>Learning Goals:</p> <p>We hope students will understand how religion brings people together and how it can help people answer big life questions. They should also be aware of how religion could be misused to separate people and cause wars.</p> <p>We hope students will become curious and respectful of all beliefs and religions.</p> <p>We hope students will see how they can still find similarities with others that seem so different from them.</p>	<p>Compare and contrast</p> <p>Connect past with current events</p> <p>Understand how symbols</p> <p>Research and communication skills</p> <p>Diary writing</p>	<p>I. Culture and Cultural Diversity</p> <p>II. Time, Continuity, and Change</p> <p>III. People, Places, Environment</p> <p>IV. Individual Development and Identity</p> <p>V. Individuals, Groups, Institutions</p> <p>IX. Global Connections</p>	<p>CCSS SLASH W/WH.1.2 Explain events, processes, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS SLASH W/WH.1.3 Describe the central structure (e.g., chronology, comparison, cause-effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS SLASH W/WH.1.4 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>CCSS SLASH W/WH.1.5 Integrate information from two texts in the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS SLASH W/WH.1.6 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.</p> <p>CCSS SLASH W/WH.1.7 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS SLASH W/WH.1.8 Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and</p>	<p>The spread of Islam and the holy wars</p> <p>Islam (along with a focus on religious of Christianity, Buddhism, Judaism, Sikhism)</p> <p>• Know Muhammad as the last prophet of Islam.</p> <p>• Know what is the God of Islam and the Quran as the holy book of Islam.</p> <p>• Know the Sacred city of Islam is Meekah and the place of worship for Islam is mosque.</p> <p>• "Five pillars" of Islam</p> <p>Declaration of faith, Prayer (five times daily), fasting toward Meekah, fasting during Ramadan.</p> <p>Only the rapidly pilgrimage to Meekah.</p> <p>Know that most religions have an idea for God (or no God), holy book or rules to follow, leaders, sacred sites, and places of worship.</p> <p>The first Muslims were Arabs, but today diverse</p>	<p>How can religion bring people together?</p> <p>How can religion separate people?</p> <p>Why is it important to learn about a different religion than your own?</p> <p>What are the similarities and differences between your religion (values or beliefs) and others?</p>	<p>Technology: Students will use websites to find information on a religion of their choice (Christianity, Buddhism, Judaism, Sikhism, Islam). They will create a profile PowerPoint to give information such as name of the god or leaders, name of the holy book, rules, place of worship, holidays, symbol, and any other interesting fact.</p> <p>Primary Sources: Give students the primary source of a speech from Pope Urban II calling people to join the Crusades and a speech from Saladin calling for the reclaiming of Jerusalem. Students will compare and contrast the speeches. What impressions do you get about the Crusades or the fight for Jerusalem? What did each man do to try to persuade the other of Jerusalem religion, fear?</p> <p>Language Arts CCSS SLASH W/WH.1.1 Students will research a religion (Christianity, Buddhism, Judaism, Sikhism, Islam) and a specific holiday from that religion. Students will write a diary entry detailing what they did on that day. What day is it? Date and holiday? Why is it a holiday? Were there any special clothes, food, celebrations for that day? Did you give a place of worship?</p> <p>Homework Assignments: Students will learn about the fight over Jerusalem between Muslims and Jews. As groups, come up with arguments for both sides and a compromise to end the fighting. (Possibly as a U.N. mock debate)</p> <p>Global Education and</p>

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Yi-Tong Ma



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Arts and Mathematics in the wake of No Child Left Behind and Race to the Top This volume is not another hand wringing
lament On the contrary the elementary educators who have contributed to this volume have a positive set of stories to tell
about how social studies can play a central role in the elementary classroom how teachers can integrate social studies
knowledge and skills throughout the school day and how this learning can carry over into children s homes and communities
The seven case studies in this book one at each elementary grade level highlight exemplary teachers in whose classrooms
social studies is alive and well in this age of accountability At the end of each case study each teacher provides advice for
elementary teachers of social studies Our hope is that elementary teachers and prospective teachers elementary principals
social studies supervisors staff developers and professors of elementary social studies methods who study the stories that we
tell can be empowered to return social studies to its rightful place in the curriculum **National Union Catalog** ,1980
Includes entries for maps and atlases **Dictionary Catalog of Official Publications of the State of New York** ,1981
Includes information from the Checklist of official publications of the State of New York **Social Studies & the Young
Learner** ,2003 A Pedagogical Design for Human Flourishing Cynthia McCallister,2022-03-28 In A Pedagogical Design for
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for education that is practical conceptually convincing and grounded in contemporary behavioral science theory Beginning
with the assertion that equality of educational opportunity depends on access to experiences that are sufficiently appropriate
and rich to enable the achievement of diverse human potentials she provides a comprehensive school design for intervention
that demonstrates how to achieve it Grounded in recent advances in learning science McCallister asserts three necessary
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model these conditions provide what is necessary for learners to coordinate their minds with others to develop their
identities personalities and talents These conditions are animated in concrete procedures that can be adapted to a wide
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comply with in the exercise of their freedom When they are followed the rules provide a grammar for the social norms that
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Resources in Education ,1992 **Developing Map Reading Skills and Geographic Understandings by Means of Conceptual Teaching Methods** Dennis Carmichael,1965 Library of Congress Catalogs Library of Congress,1970
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Table of Contents Nys 4th Grade Social Studies Curriculum Map

1. Understanding the eBook Nys 4th Grade Social Studies Curriculum Map
 - The Rise of Digital Reading Nys 4th Grade Social Studies Curriculum Map
 - Advantages of eBooks Over Traditional Books
2. Identifying Nys 4th Grade Social Studies Curriculum Map
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Nys 4th Grade Social Studies Curriculum Map
 - User-Friendly Interface
4. Exploring eBook Recommendations from Nys 4th Grade Social Studies Curriculum Map
 - Personalized Recommendations
 - Nys 4th Grade Social Studies Curriculum Map User Reviews and Ratings
 - Nys 4th Grade Social Studies Curriculum Map and Bestseller Lists

5. Accessing Nys 4th Grade Social Studies Curriculum Map Free and Paid eBooks
 - Nys 4th Grade Social Studies Curriculum Map Public Domain eBooks
 - Nys 4th Grade Social Studies Curriculum Map eBook Subscription Services
 - Nys 4th Grade Social Studies Curriculum Map Budget-Friendly Options
6. Navigating Nys 4th Grade Social Studies Curriculum Map eBook Formats
 - ePub, PDF, MOBI, and More
 - Nys 4th Grade Social Studies Curriculum Map Compatibility with Devices
 - Nys 4th Grade Social Studies Curriculum Map Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Nys 4th Grade Social Studies Curriculum Map
 - Highlighting and Note-Taking Nys 4th Grade Social Studies Curriculum Map
 - Interactive Elements Nys 4th Grade Social Studies Curriculum Map
8. Staying Engaged with Nys 4th Grade Social Studies Curriculum Map
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Nys 4th Grade Social Studies Curriculum Map
9. Balancing eBooks and Physical Books Nys 4th Grade Social Studies Curriculum Map
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Nys 4th Grade Social Studies Curriculum Map
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Nys 4th Grade Social Studies Curriculum Map
 - Setting Reading Goals Nys 4th Grade Social Studies Curriculum Map
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Nys 4th Grade Social Studies Curriculum Map
 - Fact-Checking eBook Content of Nys 4th Grade Social Studies Curriculum Map
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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