Grade 1:
My Family & Other Families, Now & Long Ago

“My Family and Other Families, Now and Long Ago” is organized around the same five units of study that organize kindergarten Social Studies—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 ...

Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions. (NYS SS Framework K-8)
NYS Social Studies Standards

Standard 1: History of the United States and New York
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

Standard 4: Economics
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Unifying Themes of Social Studies
The unifying Social Studies themes represent different lenses to be applied to the teaching and learning of the Key Ideas and Conceptual Understandings within the NYS Framework across all grades, K-12.

1. Individual Development and Cultural Identity
2. Development, Movement, and Interaction of Cultures
3. Time, Continuity, and Change
4. Geography, Humans, and the Environment
5. Development and Transformation of Social Structures
6. Power, Authority, and Governance
7. Civic Ideals and Practices
8. Creation, Expansion, and Interaction of Economic Systems
9. Science, Technology, and Innovation
10. Global Connections and Exchange
NYS Grade 1 Key Ideas

Key Ideas
Key Ideas are aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade. Key Ideas are designed to address larger social studies perspectives, trends, and issues. Each grade level consists of eight to twelve Key Ideas, so these statements are intentionally rich and substantial.

Individual Development and Cultural Identity

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

Civic Ideals and Practices

1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.
1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

Geography, Humans, and the Environment

1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.
1.6 People and communities depend on and modify their physical environment in order to meet basic needs.

Time, Continuity, and Change

1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NB: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.)
1.8 Historical sources reveal information about how life in the past differs from the present.

Economic Systems

1.9 People have many economic wants and needs, but limited resources with which to obtain them.
1.10 People make economic choices as producers and consumers of goods and services.
Conceptual Understandings
Conceptual Understandings are more specific statements that are designed to support each Key Idea. Each Key Idea consists of approximately two to seven Conceptual Understandings that are designed to support the larger Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning.

Content Specifications
Content Specifications, crafted as “Students will...” statements, add further clarity and depth to the Conceptual Understanding by articulating specific content that can be taught to illuminate the Conceptual Understanding. Ultimately, Content Specifications work in tandem with Conceptual Understandings in support of the larger Key Ideas.

Social Studies Practices
The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings.

NYS SS Instructional Shifts
(refer to NYS SS Field Guide)

1) Focus on Conceptual Understandings
   a. From facts ➔ concepts and content knowledge
   b. From breadth ➔ depth
   c. From recall ➔ transfer and connections
2) Foster Student Inquiry, Collaboration, and Informed Action
   a. From teacher as disseminator ➔ teacher as facilitator of investigation
   b. From students learn facts from textbooks ➔ students investigate the social sciences, using multiple sources
   c. From students retell interpretations ➔ students construct interpretations and communicate conclusions
3) Integrate Content and Skills Purposefully
   a. From students experience an additional nonfiction reading class or textbook-focused instruction ➔ students learn to read, discuss and write like social scientists
   b. From students develop literacy skills and social studies practices separately ➔ students develop disciplinary literacy skills and social science practices in tandem
   c. From students learn content knowledge ➔ students integrate and apply concepts, skills, and knowledge
Unit 1 Topic: Family Diversity

Compelling Question: How can families be the same and different?

Supporting Questions:
1. What does my family look like?
2. What do families do?
3. What special things do families do together?

Social Studies Practices for this Unit
A. Gathering, Interpreting, and Using Evidence
   - Develop questions about his/her family
   - Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs)
   - Identify opinions of others

C. Comparison and Contextualization
   - Identify similarities and/or differences between him/her and others, with detail
   - Describe an event in his/her family
   - Understand the concepts of geography, economics, and history that apply to his/her family

F. Civic Participation
   - Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints
   - Identify the role of the individual in classroom and school participation
   - Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict
### Conceptual Understandings / Literacy Standards

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**1.1a** Families are a basic unit of all societies, and different people define family differently.  
**1.1b** People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.  
**1.1c** Awareness of America’s rich diversity fosters intercultural understanding.

**Reading:** RI.1.1, RI.1.2, RI.1.4  
**Writing:** W.1.2, W.1.5, W.1.8, L.1.4, SL.1.2

### Content Specifications & Assessments

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<th><strong>Toolkit: - Inquiry 1: Family Diversity</strong></th>
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| ➢ 1.1a Students will listen to stories about different families and will identify characteristics that are the same and different.  
➢ 1.1b Students will identify traditions that are associated with their families, and tell why the tradition is important.  
➢ 1.1c Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State. | **Textbook Support:**  
Life Around the World p. 258-261  
Workbook p. 68  
**Vocabulary:** world, alike, different, culture

**Optional Extension:**  
- Plan a school event to highlight aspects of family life  
- Film a video of each student discussing their role in their family  
- Students create a book about their family & customs

**Vocabulary & Resources**

**Toolkit:** - Inquiry 1: Family Diversity  
**Textbook Support:**  
Life Around the World p. 258-261  
Workbook p. 68  
**Vocabulary:** world, alike, different, culture

**Where Kim Lives: Alike and Different** p. 48-49  
**Vocabulary:** community

**Special Things We Do: Customs** p. 62-65  
**Vocabulary:** customs, differences, family, belief, tradition

**Celebrations: Chinese New Year** p. 66-67  
**Vocabulary:** celebration

**Getting to Know You Activity** TE p. 8a  
**My Home Activity** TE p. 190a  
**Holidays Activity** TE p. 212a  
**Graphic Organizers** TR47, TR62

**Additional Resources**  
Images of diverse families  
All Kinds of Families by Norma Simon  
The Relatives Came by Cynthia Rylant  
Tar Beach by Faith Ringgold

**Leveled Readers**  
Alike, Different, and Together  
We all Belong  
We Are the Community

**Step Up to Writing Tools**  
B2-17b CUPS  
B1-21d Easy Two-column Notes  
B4-5B Informal Outline Emergent

### Formative Assessments

1. What does my family look like? Draw and label a picture of family members.
2. What do families do? Brainstorm activities that families do to support one another.
3. What special things do families do together? Draw a picture of a family tradition or celebration and describe what it is and why the family does this together.

### Summative Assessment

**ARGUMENT** How can families be the same and different? Construct an argument that addresses the compelling question using specific claims and relevant evidence  
- Use written expression or a combination of drawing and writing, such as a two-sided poster onto which students paste cut-out images that show similarities and differences within their families.
Unit 2 Topic: Family Stories

Compelling Questions: What do family stories tell us about the past?

Supporting Questions:
1. Do all families have stories?
2. What artifacts could someone use to tell a family story?
3. How do families change over time?

Social Studies Practices for this Unit

A. Gathering, Interpreting, and Using Evidence
- Develop questions about his/her family.
- Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- Identify the creator and/or author of different forms of evidence.
- Identify opinions of others.
- Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation
- Retell a real-life family event in sequential order.
- Understand the concept of time measurements, including days, weeks, months, and years.
- Identify causes and effects, using examples from his/her family life.
- Identify change over time in his/her family.
- Identify events of the past, present, and future in his/her family life.
- Recognize and identify patterns of continuity in his/her family.

C. Comparison and Contextualization
- Identify similarities and differences between neighborhoods.
- Identify similarities and/or differences between him/her and others, with detail.
- Describe an event in his/her family.
- Understand the concepts of geography, economics, and history that apply to his/her family.
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<td><strong>1.7a</strong> Personal and family history is a source of information for individuals about the people and places around them. <strong>1.7b</strong> Families change over time, and family growth and change can be documented and recorded. <strong>1.7c</strong> Families of long ago have similarities and differences with families today. <strong>1.7d</strong> Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.</td>
<td>➢ <strong>1.7a</strong> Students will create personal time lines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other. ➢ <strong>1.7b</strong> Students will examine the changes in their family over time and how the family growth and change could be documented and recorded. ➢ <strong>1.7c</strong> Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations. ➢ <strong>1.7d</strong> Students will use sequence and chronological terms when describing family events.</td>
<td>Toolkit: Inquiry 4-Family Stories Vocabulary: artifacts, family tree</td>
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<td><strong>1.8a</strong> Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers. <strong>1.8b</strong> Oral histories, biographies, and family time lines relate family histories.</td>
<td>➢ <strong>1.8a</strong> Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers. ➢ <strong>1.8b</strong> Students will interview family members to learn about their family histories. Students will develop a family time line as an extension of their personal time line.</td>
<td>Textbook Support: Living History from Colonial Williamsburg: Families Long Ago p. 12-13; Workbook p. 4 Vocabulary: alike, different Clothing from Colonial Williamsburg</td>
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<td><strong>Reading:</strong> RI.1.1, RI.1.2, RI.1.4 <strong>Writing:</strong> W.1.2, W.1.5, W.1.8 <strong>Language:</strong> L.1.4, SL.1.2</td>
<td><strong>Suggested Formative Assessments</strong> 1. Tell a family story and draw a picture representing the story or describe and retell a real-life family event in sequential order. 2. Brainstorm a class list of artifacts that would help tell a story about a family. 3. List three ways that families change over time. Draw a then-and-now picture to illustrate one of the ways.</td>
<td>Read a Calendar pp. 20-21, 40-41 Vocabulary: day, week, month, year, calendar</td>
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<td><strong>Weather and Seasons Long Ago</strong> p. 148-149 <strong>Activity:</strong> 3 Close and Assess TE p. 149 <strong>Vocabulary:</strong> weather, season, fall, summer, spring, summer</td>
<td><strong>Graphic Organizers</strong> TR46, TR47, TR65, TR 70</td>
<td>Additional Resources <strong>Leveled Readers</strong> Changing Communities Then and Now Things Change</td>
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<td><strong>Read Alouds:</strong> People Then and Now by Vanessa Gates TE p. 190a The Keeping Quilt – Patricia Polacco</td>
<td><strong>Domain 10</strong> Lesson 1 (CKLA): The Country Family <strong>Image cards</strong> and other resources related to Lesson <strong>Vocabulary:</strong> apprentice, country, trade, tradesperson</td>
<td><strong>Domain 7 Lesson 1:</strong> (CKLA) The Royal Family</td>
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<td>4. Family Tree: Make a picture of students’ family with accompanying labels/sentences</td>
<td><strong>Summative Assessment</strong> ARGUMENT What do family stories tell us about the past? Construct an argument, expressed in written or oral form and supported with evidence that answers the question about why families are a useful way to understand the past.</td>
<td><strong>Image cards</strong> and other resources related to Lesson <strong>Vocabulary:</strong> advantages, disadvantages, kingdom, prosperity, reign, royal, rules, servants  <strong>Domain 8 Seasons and Weather Lessons 2-5</strong> (CKLA) <strong>Image cards</strong> and other resources related to Lessons <strong>Vocabulary:</strong> blizzards, cautiously, freezing, point, frigid, halt, thermometer, blossoms, floods, gradually, seedlings, thaw, distinct, indoors, sunscreen, bare, chill, progresses, shed</td>
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**Step Up to Writing Tools**  B2-17b CUPS  B1-21d Easy Two-column Notes  B4-5B Informal Outline Emergent

**NOTES**

Unit 3 Topic: Maps and Geography

Compelling Questions: Can my life fit on a map?

Supporting Questions:
1. What are map symbols and how do I use them?
2. What are cardinal directions and how do I use them?
3. What are the other tools on the map and how do they work?
4. How can I make a map of a real-life place?

Social Studies Practices for this Unit
A. Gathering, Interpreting, and Using Evidence
   • Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

D. Geographic Reasoning
   • Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.
   • Identify human activities and human-made features; identify natural events or physical features.
   • Describe how environment affects his/her and other people’s activities.
   • Identify a pattern and a process.
   • Describe how human activities alter places.

A. Civic Participation
   • Identify the role of the individual in classroom and school participation.
   • Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
   • Identify situations in which social actions are required.
   • Identify rights and responsibilities within the classroom and school.
### Conceptual Understandings / Literacy Standards

| 1.5a | Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes. |
| 1.5b | Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers. |
| 1.5c | Symbols are used to represent physical features and man-made structures on maps and globes. |

**Reading:** RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7  
**Writing:** W.1.2, W.1.5, W.1.8  
**Language:** L.1.4, SL.1.2

### Content Specifications & Assessments

- **1.5a** Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects.
- **1.5b** Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.
- **1.5c** Students will closely read maps making use of the legends to understand symbols and what they represent.

**Formative Assessment Suggestions**

1. Identify three or four map symbols and explain how and why they are helpful.
2. Write a paragraph describing how to locate an object in the classroom using directional vocabulary.
3. Complete an I Notice/I Think chart drawing inferences about the purpose of map features.
4. Based on a walking tour of the block or surrounding area, make a map of the area around the school.

**Summative Assessment**

ARGUMENT Can my life fit on a map? Construct an argument supported by evidence that addresses whether or not all the parts of your life can fit on a map.

### Vocabulary & Resources

**Toolkit** Grade 1 Inquiry 5: Maps and Geography  
**Vocabulary:** globe, map, cardinal directions  
Maps of the school, community, state, country, and world; Globe

**Textbook Support:**  
Where in the World do I Live? p. 74-77; Workbook p.20  
**Vocabulary:** Earth, continent, country, state, ocean

Looking at Our Land and Water p. 150-153  
**Vocabulary:** mountain, plain, lake, river, hill

Welcome to My Neighborhood p. 50-53  
**Vocabulary:** city, town, community, neighborhood, address, street

Use a Map Key p. 54-55; Workbook p.15  
**Vocabulary:** symbol, map key

Use Four Directions p. 60-61; Workbook p.17  
**Vocabulary:** north, south, east, west, compass, directions

Follow a Route p. 120-121; Workbook p.31  
**Vocabulary:** route

Locate Land and Water p. 154-155  
**Vocabulary:** globe, locate

Activity: Map It! TE p. 74a  
Activity: Matching Pictures TE p. 150a  
Social Studies Handbook p. H16-HH26

Read Alouds  
*Our Round Earth* by Mae Carroll TE p. 74a
### Conceptual Understandings / Literacy Standards

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<td><em>As the Crow Flies: A First Book of Maps</em> by Gail Hartman</td>
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<td><em>I Read Symbols</em> by Tana Hoban</td>
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<td><em>Me on the Map</em> by Joan Sweeney</td>
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### NOTES

**Extension**: Pick another place that is an important part of your life and research the natural and manmade features in and around it. Make another map showing this place and include a title, symbols map key and compass rose.

**Science Connection**:  
*NYS CKLA Lesson Resources: Domain 7*  
Domain 7 Lesson 1: Our Home, Our Earth pp. 10-21 (Read Aloud: pp.14-17) of the *Anthology*  
*Image cards* and other resources related to Lesson  
**Vocabulary**: *equator, geology, geologist, pressure, surface*

Modifications for students needing scaffolding: Use Supplemental Guide instead of Anthology  
Domain 7 Lesson 1: Our Home, Our Earth pp. 38-57 (Read Aloud: p.47) of the Supplemental Guide
November 26 – December 21

Unit #4 Topic: Global Citizenship

Compelling Questions: Why should I be a global citizen?

Supporting Questions:
1. What does it mean to be a responsible citizen of my classroom?
2. How can I be a responsible citizen of my community?
3. How can I be a responsible citizen of the world?

Social Studies Practices for this Unit

B. Chronological Reasoning and Causation
   • Identify events of the past, present, and future in his/her family life.
   • Recognize and identify patterns of continuity in his/her family.

C. Comparison and Contextualization
   • Identify similarities and differences between neighborhoods.
   • Identify similarities and/or differences between him/her and others, with detail.

F. Civic Participation
   • Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
   • Participate in activities that focus on a classroom or school issue or problem.
   • Identify different political systems.
   • Identify the role of the individual in classroom and school participation.
   • Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
   • Identify situations in which social actions are required.
   • Identify the president of the United States and the school principal and their leadership responsibilities.
   • Identify rights and responsibilities within the classroom and school.
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| **1.3a** An engaged and active citizen participates in the activities of the group or community and makes positive contributions. | ➢ **1.3a** Students will participate in group activities and contribute to the work of the group. | Toolkit Inquiry #2: Global Citizenship  
**Vocabulary:** earning, earn, spend, save, donate, budget, plan, handle, helping, giving, emergencies, problems |
| **1.3b** Traits of a responsible citizen include respecting others*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources. | ➢ **1.3b** Students will explain the traits of a responsible citizen and model actions of responsible citizens. | **Textbook Support:**  
Citizenship Skills p. H2-H9  
**Vocabulary:** respect, caring, responsibility, fairness, honesty, courage, careful, decisions, choices, indivisible, liberty, justice |
| **1.3c** As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world. | ➢ **1.3c** Students will discuss ways that they can protect and respect our world and its people. | Welcome to Bristol, Rhode Island p.E12-E13  
**Vocabulary:** pride, treat, special |
| **Reading:** RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7  
**Writing:** W.1.2, W.1.5, W.1.8  
**Language:** L.1.4  
**Speaking and Listening:** SL.1.2 | **Formative Assessment Suggestions**  
1. Describe and/or illustrate three traits of a responsible citizen.  
2. Describe and/or illustrate three additional traits of a responsible citizen.  
3. Make claims about responsible citizenship traits and offer evidence to support those claims. | **Citizen's Heroes:**  
- Ruby Bridges Hall p.18-19  
- Harriet Tubman p. 68-69  
- Kid’s Kitchen p. 112-113  
- Tree Musketeers p. 160-161  
- Eleanor Roosevelt p. 222-223  
- Joseph Bruchac p. 244-245 |
| **Summative Assessment**  
**ARGUMENT** Why should I be a global citizen? Construct an argument supported with evidence that addresses the compelling question through a small-group and whole-group exercise. | **Rules We Follow** TE p. 22-25  
**Vocabulary:** rules, responsibility | **Community Laws and Leaders** p. 70-71  
**Vocabulary:** law, leader  
Workbook p.19 |
| **Additional Resources**  
Leveled Readers  
Making Rules  
Who Makes the Rules  
How do Rules Get Made | **Read Alouds** |
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**NOTES**

NYS CKLA Lesson Resources: Domain 11 Immigration Lessons 8 - 10
Image cards and other resources related to Lesson

**Vocabulary:**

**Extension:**
Select one of the actions identified in Formative Performance Task 3 as a way to change the world and act on it.