

Social Studies		Grade: 4		
Quarter 1				
Content/Resources	Skills	Related Skills/Modifications	Vocabulary	Assessment
<p>Chapter 1: The Land and People of the United States</p> <p>Lesson 1: Land and Resources</p> <p>Lesson Objectives:</p> <p>Explain aspects of the physical geography of the United States and how they help geographers divide the United States into specific regions.</p> <p>Describe renewable and nonrenewable resources found in each region and explain the need to conserve natural resources.</p> <p>Detail geographic factors that affect where people live.</p> <p>Write a geographical description of your state, detailing its location and the ways in which it fits in its region.</p> <p>(Optional) Lesson 2: Growth of a country</p> <p>Lesson Objectives:</p> <p>Contrast why colonists would support or oppose the American Revolution.</p> <p>Identify questions and challenges raised by the</p>	<p><u>Standards</u></p> <p>Lesson 1:</p> <p>4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.</p> <p>4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>(Optional) Lesson 2:</p> <p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <p>4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p>	<p>Lesson 1:</p> <p>4.G1.1: Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies</p> <p>4G2.1Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resource</p> <p>4G3.1 Key concepts include but are not limited to theories about</p>	<p>Chapter 1</p> <p>Amendment</p> <p>colonist</p> <p>democracy</p> <p>ethnic</p> <p>expansion</p> <p>immigrant</p> <p>import</p> <p>latitude</p> <p>longitude</p> <p>scarcity</p>	<p>Ch. 1 Assessment, Inquiry Project, District Modified Chapter 1 Quiz</p> <p><u>Additional Resources</u></p> <p>https://www.generationgenius.com/videolessons/renewable-vs-nonrenewable-energy-for-kids/</p> <p>https://jr.brainpop.com/socialstudies/government/branchesofgovernment/</p> <p>https://jr.brainpop.com/socialstudies/government/localandstategovernments/</p> <p>https://www.generationgenius.com/natural-resources-reading-material/</p> <p><u>Inquiry Journal</u></p> <p><u>Ch. 1, L1 pgs. 6-13</u></p> <p><u>Inquiry Journal</u></p> <p><u>Ch. 1 L2 pgs. 14-21</u></p>

<p>westward expansion of the 1800s.</p> <p>Detail how Americans in the 1900s confronted new problems.</p> <p>Describe events that caused the United States to become a world leader.</p> <p><i>Write a paragraph explaining the causes and effects of an important event in American history.</i></p> <p>Lesson 3: Civics and Citizenship Lesson Objectives: Explain the structure of our government as outlined in the Constitution.</p> <p>Describe how the Constitution divides the powers of the federal government.</p> <p>Detail how local governments are different from state and federal governments.</p> <p>Summarize some of the responsibilities that citizens have.</p> <p>Write a letter to family members that explains the purpose of the Constitution and the powers of federal, state, and local governments.</p> <p>Lesson 4: Money and Economics Explain how money moves through different parts of an economy and how people</p>	<p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>Lesson 3: 4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.</p> <p>4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.</p> <p>Lesson 4: 4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas</p> <p>(Optional) Lesson 5: 4.H3.1 Examine how economic, political, and religious ideas</p>	<p>the peoples of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas.</p> <p>Lesson 2: 4.E2.1 Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies</p> <p>4.H1.1 Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies</p> <p>Lesson 3: 4.C1.1</p>		<p><u>Lesson 3</u> Activity: Divide the students into groups representing our levels of government: house/senate/president/supreme court and have them go through the process of making a law.</p> <p>Take a virtual field trip to Washington D.C.</p>
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<p>manage the money they earn.</p> <p>Detail how and where U.S. bills and coins are created.</p> <p>Discuss what individuals do to contribute to their local economies and communities.</p> <p>Write a short informational paragraph explaining the elements of a strong economy.</p> <p>Lesson 5: The impact Today: E Pluribus Unum (Optional)</p> <p>Explain how immigrants in the United States keep cultural traditions alive. Describe why cultural celebrations are important for immigrants in the United States.</p> <p>Explain how Americans learn about different ethnic traditions.</p> <p>Write an informational paragraph that examines diversity in a community.</p>	<p>and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>	<p>Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied</p> <p>4.C2.1 Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas</p>		<p><u>Inquiry Journal</u></p> <p>Ch. 1 L3 pgs. 22-29</p>
				<p><u>Inquiry Journal</u></p> <p>Ch. 1, L4 pgs. 30-37</p> <p>https://www.usmint.gov/learn/kids</p>
				<p><u>Inquiry Journal</u></p> <p>Ch. 1, L5 pgs. 38-53 includes reader's theater</p>
<p>Chapter 2: The Northeast</p>	<p><u>Standards</u></p> <p>Lesson 1:</p> <p>4.G1.1 Use and construct maps and graphs to represent</p>	<p>4.E2.1: Key concepts include but are not limited to nomadic and sedentary societies,</p>	<p>Chapter 2:</p> <p>abolitionist charter industrialization negotiate</p>	<p>Chapter 2 Assessment, Inquiry Project, District Modified Chapter 2 Quiz</p>

<p>Lesson 1: The Northeast Long Ago Lesson Objectives: Explain how physical features such as mountains and waterways affected people exploring and settling the Northeast.</p> <p>Describe the climate of the Northeast and how it influences the plants and wildlife.</p> <p>Identify the natural resources that settlers used in the past, and how those resources are used today.</p> <p>Analyze how Native American cultures and traditions in the Northeast played a role in how people live today.</p> <p>Write a summary describing the effect the geographic features of the Northeast had on the way people lived, citing evidence from the text.</p> <p>Lesson 2: Beginnings of a Country Lesson Objectives: Explain how early settlers survived and ultimately thrived in the Northeast.</p> <p>Tell what revolutionary ideas and actions took place in the Northeast</p>	<p>changes in the Americas over time</p> <p>4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>Lesson 2: 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration</p> <p>4H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>	<p>reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies</p>	<p>protest quarry raw materials revolutionary suffrage waterway</p>	<p><u>Inquiry Journal</u> Ch. 2 L1 pgs. 54-65</p> <p><u>Inquiry Journal</u> Ch. 2, L2 pgs. 66-73</p> <p>Make a list: rights as a student. Or What makes a good citizen or student.</p>
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<p>and how those ideas and actions resulted in the formation of a new nation.</p> <p>Explain the difference between the Articles of Confederation and the Constitution.</p> <p>Write a definition of protest, and use evidence to explain how protests can spark change.</p> <p>Lesson 3: The Industrial Revolution Lesson Objectives: Explain how the Industrial Revolution changed the world of manufacturing.</p> <p>Describe how steam power changed transportation on land and water.</p> <p>Detail how breakthroughs in transportation affected businesses.</p> <p>Summarize conditions that led to the Industrial Revolution.</p> <p>Write a summary of the evolution of the Industrial Revolution.</p>	<p>Lesson 3: 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p>			<p>L2: Explain how Mayflower compact was a contract of expectations of each passenger's commitment to make this new land successful.</p> <p>Inquiry Journal Ch. 2, L3 pgs. 74-81</p> <p>Textile Tales: https://www.usmint.gov/learn/kids/games</p>
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Social Studies		Grade: 4		
Quarter 2				
Content/Resources	Skills	Related Skills/Modifications	Vocabulary	Assessment
<p>Chapter 2: The Northeast Contd.</p> <p>Lesson 4: The Draw of the Northeast</p> <p>Lesson Objectives:</p> <p>Describe how immigration changed the Northeast and the United States.</p> <p>Explain the goals of important reform movements that had their roots in the Northeast.</p> <p>Detail the problems large cities faced and how cities solved those problems.</p> <p>Tell what tourist spots make the Northeast a good place to visit.</p> <p>Write a persuasive letter to a relative convincing him or her that the Northeast is a good place to live.</p>	<p>Lesson 4:</p> <p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>(Optional) Lesson 5:</p> <p>4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements</p>		<p>Chapter 2:</p> <p>abolitionist charter industrialization negotiate protest quarry raw materials revolutionary suffrage waterway</p>	<p>Chapter 2 Assessment, Inquiry Project, District Modified Chapter 2 Quiz</p> <p><u>Inquiry Journal</u></p> <p>Ch. 2, L4 pgs. 82-89</p> <p>Draw a picture or describe in detail a big city vs a smaller community. Show the major differences</p> <p><u>Inquiry Journal</u></p> <p>Ch. 2, L5 pgs. 90-99</p> <p>Using the photo and information in the passage, have small groups act out what might have been happening at this meeting.</p>

<p>Lesson 5: The Impact Today: A Global Leader (Optional)</p> <p>Lesson Objectives: Explain the importance of the United Nations and Washington D.C.</p> <p>Describe the connections between the Northeast, Canada, and the world.</p> <p><i>Write an opinion explaining why the Northeast is globally important today</i></p>				<p>What caused so many reform movements? Choose one from lesson 4 and write a list of complaints and how you could find a possible solution.</p> <p>Have students draw a map of the waterway that allows easier passage of global connections textbook pg. 110</p>
<p>Chapter 3: The Southeast</p>	<p>Lesson 1: 4.G1.1 Use and construct maps and graphs to represent</p>	<p>4.G1.1: Key concepts 4.G2.1: Key concepts</p>	<p>Chapter 3 boycott commerce estuary evacuate</p>	<p>Chapter 3 Assessment, Inquiry Project, District Modified Chapter 3 Quiz</p>

<p>Lesson 1: The Southeast Land Lesson Objectives: Contrast physical features of the Southeast and the Northeast.</p> <p>Describe how people in the Southeast have affected plants and animals in the region.</p> <p>Summarize how Native Americans used the natural resources of the Southeast in their daily lives.</p> <p><i>Write an opinion paragraph detailing which features or natural resources were the most important to people living in the Southeast, supporting opinions with details from the text.</i></p> <p>Lesson 2: The Growth of the Southeast Lesson Objectives: Describe how the Southeast was involved in the American Revolution.</p> <p>Explain how westward expansion changed the population and culture of the Southeast.</p> <p>Describe the importance of agriculture in the Southeast in the 1700s.</p> <p>Tell how transportation played a key role in the growth of the Southeast.</p> <p><i>Write a paragraph about one event that influenced the growth of</i></p>	<p>changes in the Americas over time.</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>Lesson 2: 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>Lesson 3: 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p> <p>Lesson 4: 4.E2.1 Examine concepts of scarcity,</p>	<p>4.G3.1: Key concepts</p> <p>4.H3.1 Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality</p> <p>4.G4.1 Key concepts include but are not limited</p>	<p>plantation proximity rural secede sharecropper yeoman</p>	<p><u>Inquiry Journal</u> Ch. 3, L1 pgs. 100-111</p> <p><u>Inquiry Journal</u> Ch. 3, L2 pgs. 112- 119</p> <p><u>Inquiry Journal</u> Ch. 3, L3 pgs. 120-127</p> <p><u>Inquiry Journal</u> Ch. 3, L4 pgs. 128-135</p>
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<p><i>the Southeast in the 1700s.</i></p> <p>Lesson 3: Conflicts in the Southeast Lesson Objectives: Explain why the U.S. government removed Native Americans from their lands in the Southeast.</p> <p>Describe the forces that worked against slavery in the United States.</p> <p>Summarize the conditions that allowed slavery to spread.</p> <p>Detail the rise of the Civil Rights Movement.</p> <p><i>Write a journal entry from the perspective of a Native American forced to leave his or her home. Cite details and evidence from the text.</i></p> <p>Lesson 4: The New South Lesson Objectives: Describe how the growth of industry in the Southeast led to the growth of cities.</p> <p>Explain how the Southeastern states have used their resources to attract visitors.</p> <p>Describe the importance of presidential landmarks located in the region.</p> <p>Detail how different kinds of music have developed in the Southeast.</p>	<p>choice, opportunity cost, and risk.</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>(Optional) Lesson 5: 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.</p>	<p>to trade, mercantilism, the development of new technologies, and the use of natural resources</p>		<p><u>Inquiry Journal</u> Ch. 3, L5 pgs. 136-145</p>
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<p>Write to define if sharecropping was a fair system and how resources have led the region to prosper.</p> <p>Lesson 5: The Impact Today: Global Connections. (Optional)</p> <p>Lesson Objectives: Describe how hurricanes affect humans.</p> <p>Explain the benefits one might receive from volunteering.</p> <p>Summarize how organizations and citizens improve health in their local areas and across the world.</p> <p>Write a short, informational essay contrasting the benefits and drawbacks of living near the ocean and citing evidence to support the fact that Hurricane Katrina caused changes in the Southeast.</p>				
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Social Studies		Grade: 4		
Quarter 3				
Content/Resources	Skills	Related Skills/Modifications	Vocabulary	Assessment
Chapter 4: The Midwest Lesson 1: The Land of the Midwest	Lesson 1: 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.	4.G1.1: Key concepts 4.G3.1: Key concepts	Chapter 4 Alternative Energy Assembly Line Automation Discrimination	Chapter 4 Assessment, Inquiry Project , District Modified Chapter 4 Quiz

<p>Lesson Objectives: Explain how the land in the Midwest benefits the people living there.</p> <p>Describe the conditions that cause variations in Midwestern weather.</p> <p>Detail ways that people have used the resources of the Midwest.</p> <p>Explain how horses changed the Sioux way of life.</p> <p><i>Write two explanations, one explaining ways physical features, climate, and geography helped and hurt early peoples in the Midwest and one comparing and contrasting ways early peoples and people today use the Midwest's resources and adapt to its climate.</i></p> <p>Lesson 2: Pathways of the Plains Lesson Objectives: Explain how the Northwest Ordinance affected the lives of American settlers and Native Americans in the region.</p> <p>Describe why pioneers decided to cross the Great Plains rather than settling there.</p> <p>Detail what a family would pack in their covered wagon if they were moving west.</p> <p>Decide whether the U.S. government was right to</p>	<p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>Lesson 2: 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration</p> <p>Lesson 3: 4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>Lesson 4: 4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.</p> <p>(Optional) Lesson 5: 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the</p>	<p>4.E3.1: Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians</p> <p>4.H3.1 Key concepts</p>	<p>Drainage Expedition Invasive Irrigation Prairie reservation</p>	<p><u>Inquiry Journal</u> Ch. 4, L1 pgs. 146-157</p> <p><u>Inquiry Journal</u> Ch. 4, L2 pgs 158-165</p> <p><u>Inquiry Journal</u> Ch. 4, L3 pgs. 166-173</p> <p><u>Inquiry Journal</u> Ch. 4, L4 pgs. 174-181</p> <p>*Oregon Trail experience https://classicreload.com/oregon-trail.html/</p> <p>https://www.youtube.com/watch?v=jMMqshcQx64</p>
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<p>allow gold mining in the Black Hills.</p> <p><i>Write about events that most influenced the movement of early Americans to the Midwest.</i></p> <p>Lesson 3: Building cities Lesson Objectives: Describe how the steel and lumber industries were affected by the Great Chicago Fire.</p> <p>Explain how iron ore and steel influenced industry in the Midwest.</p> <p>Detail the problems faced by African Americans in the early 1900s.</p> <p>Identify reasons immigrants moved to the Midwest and how they influenced the region.</p> <p><i>Write a short, informational paragraph summarizing the reasons for growth in cities near the Great Lakes.</i></p> <p>Lesson 4: The Modern Midwest Lesson Objectives: Analyze how Midwestern industries have adapted over time.</p> <p>Explain how changes in technology have impacted farmers.</p>	<p>development of individual rights, freedoms, and responsibilities in the Americas</p>			<p><u>Inquiry Journal</u> Ch. 4, L5 pgs. 182-195 includes a reader's theater</p>
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<p>Tell how state fairs help the economy of the Midwest.</p> <p>Describe the importance of tourism and recreation to the Midwest.</p> <p><i>Write an advertisement promoting a Midwestern city.</i></p> <p>Lesson 5: The Impact Today: Americas Heartland (Optional)</p> <p>Lesson Objectives:</p> <p><i>Explain how alternative sources of energy help the Midwest protect the environment and why preserving the planet is important.</i></p> <p><i>Describe the role the Midwest plays in the global automotive industry.</i></p> <p><i>Detail ways Midwesterners can help clean and protect the environment.</i></p> <p><i>Write a persuasive paragraph about the global importance of the region today.</i></p>				
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<p>Chapter 5: The Southwest</p> <p>Lesson 1: The Landscape of the Southwest Lesson Objectives: Identify natural geographic features of the Southwest.</p> <p>Describe different ecosystems found in the Southwest.</p> <p>Compare and contrast early peoples of the Southwest.</p> <p>Explain how early peoples of the Southwest used natural resources to survive in the harsh environment of the region.</p> <p><i>Write a paragraph describing how Native Americans in the Southwest adapted to the region's unique environment.</i></p> <p>Lesson 2: Spanish Arrivals Lesson Objectives: Analyze the role of gold in the history of the Southwest.</p> <p>Explain the purpose and impact of the Spanish mission system.</p> <p>Describe how people lived on ranchos.</p> <p>Detail the importance of Miguel Hidalgo and the effect of Mexican independence.</p>	<p>Lesson 1 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.</p> <p>Lesson 2 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p> <p>Lesson 3 4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p>		<p>Chapter 5 aerospace annex arroyo butte experiment geometric interstate mission presidio sovereign</p>	<p><u>Inquiry Journal</u> Ch. 5 , L1 pgs. 196-207</p> <p><u>Inquiry Journal</u> Ch. 5, L2 pgs. 208-215</p> <p>https://www.youtube.com/watch?v=sxG6Lwkzi7c The Great Dust Bowl video</p> <p>https://www.history.com/topics/westward-expansion/gold-rush-of-1849</p>
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<p><i>Write a short essay that describes how the arrival of the Spanish impacted North America.</i></p> <p>Lesson 3: People on the Move</p> <p>Lesson Objectives: Explain how the annexation of Texas and the end of the Mexican-American War changed the Southwest.</p> <p>Describe the effect cattle ranching had on the population and way of life in the Southwest.</p> <p>Detail how the actions of farmers in the Southwest helped create the Dust Bowl, and the effect the Dust Bowl had on the people of the region.</p> <p><i>Write a short newspaper article about an event that changed the Southwest, and how it affected people living in that region.</i></p>				<p><u>Inquiry Journal</u> Ch. 5, L3 pgs. 216-223</p> <p>Oregon Trail online game https://www.visitoregon.com/the-oregon-trail-game-online/</p>
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Social Studies		Grade: 4		
Quarter 4				
Content/Resources	Skills	Related Skills/Modifications	Vocabulary	Assessment
Chapter 5: The Southwest Contd. Lesson 4: The Modern Southwest Lesson Objectives: Write about the actions Native Americans and later settlers took to help	Lesson 4 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.		Chapter 5 aerospace annex arroyo butte experiment geometric interstate mission presidio	Chapter 5 Assessment, Inquiry Project, District Modified Chapter 5 Quiz CH 5 I1 ASSESS https://lor.instructure.com/resources/63a3b8f1

<p>them adapt to the Southwest's harsh climate.</p> <p>Describe to a partner the special tourist attractions of a certain state in the Southwest.</p> <p>Explain how the different rodeo events were related to life in the Southwest, and tell how rodeos gained in popularity.</p> <p>Detail the influences on Southwest art and culture.</p> <p><i>Write about how the Southwest's cuisine, art, and music are unique.</i></p> <p>Lesson 5: The impact Today: Science of the Southwest (Optional)</p> <p>Lesson Objectives:</p> <p><i>Explain how the Southwest's geographic features made it an ideal location for astronomical observation, and why this is important to space exploration.</i></p> <p><i>Detail how Biosphere 2 contributed to making the Southwest important to the global science community.</i></p> <p><i>Write a paragraph listing accomplishments in space exploration and how the environment and other factors of the Southwest made them possible.</i></p>	<p>(Optional) Lesson 5</p> <p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.</p>		<p>sovereign</p>	<p>51c74e8c9cc298d1daff723d?shared</p> <p><u>Inquiry Journal</u> Ch. 5, L4 pgs. 224-231</p> <p>Chapter 5 'piTest on Commons. https://lor.instructure.com/resources/df100331df864bb9b054358adc83d705?shared</p> <p><u>Inquiry Journal</u> Ch. 5, L5 pgs. 232-245 includes a reader's theater</p> <p>Ch 5 L 3 End of ch test https://lor.instructure.com/resources/2bbb73342ae741d19162b3d3f00d7c57?shared</p> <p>Ch 5 L 2 https://lor.instructure.com/resources/022bc97cfd7842db950e66ccaf26826c?shared</p>
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				Ch 5 BENCHMARK https://lor.instructure.com/resources/0ea7151ab2b7479eaeef5d8eaeef2270be?shared
Chapter 6: The West Lesson 1: The Geography of the West Lesson Objectives: Explain how the geography and climate of the West affected early peoples living there. Describe how early peoples of the West used natural resources to survive. Engage in collaborative conversations comparing and contrasting the lives of various early peoples in the West. <i>Write a journal entry describing daily life for a member of one of the Native American groups of the West.</i> Lesson 2: Westward Expansion Lesson Objectives: Identify the causes and effects of early European exploration in the West. Analyze the experiences of migrants in the West. Describe aspects of life in a mining camp.	Lesson 1 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements. Lesson 2 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians,		Chapter 6 animation arid boomtown Continental Divide deforestation internment camp microchip Pacific Rim stagecoach stock market	Chapter 6 Assessment, Inquiry Project <u>Inquiry Journal</u> Ch. 6, L1 pgs. 246-257 <u>Inquiry Journal</u> Ch. 6, L2 pgs. 258-265

<p>Detail how developments in transportation and communication impacted westward migration.</p> <p><i>Write about the reasons people migrated to the West.</i></p> <p>Lesson 3: Changing Times Lesson Objectives: Describe discriminatory laws aimed at Chinese immigrants and the resulting court cases against some of those laws.</p> <p>Identify what happened during the Great Depression and how it affected immigrants in the West.</p> <p>Explain how the entry of the United States into World War II led to internment camps for Japanese Americans and an increase in women entering the workforce.</p> <p>Detail the actions taken by activists to fight for equal rights.</p> <p><i>Write an informational paragraph about how the lives of different groups of people in the United States changed during World War II.</i></p> <p>Lesson 4: Resources Today Lesson Objectives:</p>	<p>and Africans in the Americas before and after European exploration</p> <p>4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p>Lesson 3</p> <p>4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>			<p><u>Inquiry Journal</u> Ch. 6, L3 pgs. 266-273</p> <p><u>Inquiry Journal</u> Ch. 6, L4 pgs. 274-281</p>
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<p>Describe how logging companies manage deforestation.</p> <p>Identify unique natural features of national parks found in the West.</p> <p>Explain the significance of tourism to the West's economy.</p> <p>Detail the role of the Pacific Ocean in the climate of the West.</p> <p><i>Write an opinion about which natural resource is the most important and cite evidence from the text describing the role of agriculture in the West.</i></p> <p>Lesson 5: The Impact today Success in the West (Optional) Lesson Objectives: Explain why the entertainment industry became so important to the West.</p> <p>Predict what the next advance in computer technology might look like.</p> <p>Describe what makes the West a good place to host the Olympic Games.</p> <p><i>Create a postcard and write to explain how the attribute shown on the postcard is connected to the West's success.</i></p> <p><u>Supplemental Resource Library</u></p>	<p>Lesson 4 4.G3.1 Explain how the location and use of resources affects human settlement and movement. 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p> <p>(Optional) Lesson 5 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.</p>			<p><u>Inquiry Journal</u> Ch. 6, L5 pgs. 282- end of book</p>
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<p>Online Sources</p> <p>Readworks.org Aztecs, Incas, and Mayans - The Land of the Four Quarters</p> <p>The Inca ARTICLE-A-DAY</p> <p>The Aztec ARTICLE-A-DAY SET</p> <p>The Mayan Civilization ARTICLE-A-DAY</p> <p>Khan Academy -Mesoamerica and Olmec (article) Khan Academy</p> <p>Newsela</p> <p>Online Research Resources Freckle</p> <p>DK FindOut!</p> <p>Core Knowledge</p>	<p>4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas. ▪ Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies</p>			
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Reading Standards		
Content	Skills	Related Skills/Modifications
<p><u>Informational Text: College and Career Ready Standards to be integrated throughout the four quarters.</u> <u>4.RI.1-10</u></p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4.RI.1)</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4.RI.2)</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4.RI.3)</p>		<p>-Listening and Speaking Standards to introduce and use throughout Year</p> <p>4.SL.1. Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>

<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. (4.RI.4)</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. (4.RI.5)</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4.RI.6)</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4.RI.7)</p> <p>Explain how an author uses reasons and evidence to support particular points in a text. (4.RI.8)</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4.RI.9)</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4.RI.10)</p>		<p><i>4. SL. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p><i>4.SL.4 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.</i></p>
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Disciplinary Skills and Processes Social Studies Standards		
Content	Skills	Related Skills/Modifications

<p><u>Disciplinary Skills and Processes to be integrated throughout the four quarters.</u></p> <p>4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>4.SP1.2 Compare life in specific historical time periods to life today.</p> <p>4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.</p> <p>4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events. • Key issues may include but are not limited to slavery, exploration, property rights, and colonization</p> <p>4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.</p> <p>4.SP3.1 Develop questions about events and developments in the Americas.</p> <p>4.SP3.2 Compare information provided by different sources about events and developments in the Americas.</p> <p>4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.</p> <p>4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.</p> <p>4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.</p> <p>4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.</p> <p>4.SP4.1 Explain probable causes and effects of events and developments.</p> <p>4.SP4.2 Summarize the central claim in a secondary work of history.</p> <p>4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.</p>		
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Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Chapter 1 Lessons 1, 3, 4, Inquiry Project/ Assessment</p> <p>Chapter 2 Lessons 1-3</p>	<p>Chapter 2 Continued Lessons 4, Lesson 5 is optional Inquiry Project/ Assessment</p> <p>Chapter 3 Lessons 1-3</p>	<p>Chapter 3 Continued Lessons 4, Lesson 5 is optional Inquiry Project/ Assessment</p> <p>Chapter 4 Lessons 1-4, Lesson 5 is optional Inquiry Project/ Assessment</p>	<p>Chapter 5 Lessons 1-4, Lesson 5 is optional Inquiry Project/ Assessment</p> <p>Chapter 6 Lessons 1-4, Lesson 5 is optional Inquiry Project/ Assessment or Supplemental Resources: South American Cultures</p>