

Ganado Unified School District

Social Studies-4th Grade

PACING Guide SY 2018-2019

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary Content/Academic
1ST QUARTER August 2018 to October 2018	Chapter 1: Geography of the United States Chapter 2: Americans and Their History Chapter 3: Government in the United States			
<u>Chapter 1: Geography of the United States</u> <ul style="list-style-type: none"> Social Studies United States Regions myWorld interactive 4 Social Studies Teacher Edition 	<u>Introduce the Unit</u> Strand 4 Geography Concept 1, PO6: Locate physical and human features using maps, illustrations, images, or globes: a. physical (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait) b. human (i.e., equator, four hemispheres, city, state, country, roads, railroads) <u>Lesson 1</u>	<u>Introduce the Unit</u> Geography Skills How does Geography affect the way we live? <u>Lesson 1</u>	<u>Introduce the Unit</u> <ul style="list-style-type: none"> I can identify and describe the five themes of Geography. I can identify Earth's continents and oceans on the Globe. <u>Lesson 1</u> <i>I will know that the United States</i>	<u>Introduce the Chapter</u> Academic Language: Content Vocabulary: Continent Hemisphere Equator Prime meridian Relative location Erosion Absolute location Lines of latitude Lines of longitude <u>Lesson 1</u> Academic Language:

	<p>Strand 4 Geography Concept 1, PO5: Describe characteristics of human and physical features:</p> <ol style="list-style-type: none"> a. Physical –(i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes) b. Human- (i.e., equator, four hemispheres, cities, state, country, harbor, dams, territory, county) <p><u>Lesson 2</u></p> <p>World Geography Strand 4 Science Strand 6 Concept 3: Understand characteristics of weather condition and climate.</p> <p><u>Lesson 3</u></p> <p>Region and Resources Science Strand 4: Concept 3 PO5: Describe the major economic activities</p>	<p>Primary Source Lewis and Clark Expedition</p> <p><u>Lesson 2</u></p> <p>Weather and Climate Map and Graph Skill Read Inset Maps</p> <p><u>Lesson 3</u></p> <p>Region and Resources</p>	<p><i>in divided into five regions, each with unique landforms</i> <i>Land and Region in the United States</i></p> <p><u>Lesson 2</u></p> <p><i>I will know that weather and climate vary across the regions of the United States</i></p> <ul style="list-style-type: none"> ▪ Define climate and distinguish it from weather. ▪ Identify factors that contribute to climate, such as wind, temperature and precipitation. <p><u>Lesson 3</u></p> <p><i>I will know that each region has natural resources that are used to make products.</i></p>	<p>Landform Mesa Plateau Canyon flood plain region desert boundary</p> <p><u>Content Vocabulary:</u></p> <p>Feature vary</p> <p><u>Lesson 2</u></p> <p>Academic Language: Contribute Factor</p> <p>Content Vocabulary: Weather Climate Temperature Precipitation Humidity Elevation</p> <p><u>Lesson 3</u></p> <p>Academic Language: Content Vocabulary:</p>
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	<p>and land use patterns (i.e., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.</p> <p><u>Lesson 4</u></p> <p>World Geography Environment and Society</p> <p>Strand 4 Concept 5 PO1: Describe human dependence on the environment and natural resources to satisfy basic needs.</p> <p>Strand 4 Concept 5 PO3: Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.</p> <p><u>Chapter 2</u></p> <p><u>Lesson 1</u> American History (Note: Prehistoric tribes in Arizona were introduced in Grade 1) Strand 1 PO1: Describe the legacy and</p>	<p><u>Lesson 4</u></p> <p>People and the Land</p> <p>Literacy Skills Summarize</p> <p>Citizenship Marjory Stoneman Douglas: Rescuer of the Everglades</p> <p><u>Chapter 2</u></p> <p>How have we stayed the same or changed during our history?</p>	<ul style="list-style-type: none"> ▪ Analyze and classify natural resources, capital resources, and human resources ▪ Distinguish between renewable and nonrenewable resources ▪ Explain ways people conserve resources. <p><u>Lesson 4</u></p> <p><i>I will know that people adapt to and change the environment to meet their needs.</i></p> <ul style="list-style-type: none"> ▪ Analyze how people adapt to the environment. ▪ Analyze the way technology has both harmed and improved the environment. <p><u>Chapter 2</u></p> <p><u>Lesson 1</u></p> <p><i>I will know that when Europeans and American Indians met, their</i></p>	<p>Natural resource Economy Product Capital resource Human resource Nonrenewable Conserve Renewable</p> <p><u>Lesson 4</u></p> <p>Academic Language: Depend Monitor</p> <p>Content Vocabulary: Adapt Technology Irrigation Aquifer</p> <p><u>Chapter 2</u></p> <p><u>Lesson 1</u></p> <p>Academic Language:</p>
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	<p>cultures of prehistoric people in the Americas:</p> <ol style="list-style-type: none"> a. Characteristics of hunter-gatherer societies b. Development of agriculture. <p><u>Lesson 2</u></p> <p>Strand 1 American History, Concept 4 Revolution and New Nation: No performance objectives at this grade.</p> <p>Strand 1: Concept1: PO 1: a. Timelines-B.C.E and B.C; C.E. and A.D. b. graphs, table, charts, and maps.</p> <p>4. RI.2 Determine the main idea of a story and explain how it is supported by key details; summarize the text.</p> <p>Strand 1: Concept5:</p>	<p><u>Lesson 1</u></p> <p>American and Europe Literacy Skills: compare and contrast</p> <p><u>Lesson 2</u></p> <p>A New Nation</p> <p>Map and Graph Skills Interpret Timelines</p>	<p><i>cultures changed forever.</i></p> <ul style="list-style-type: none"> ▪ Describe how archeologists learn about the first Americans. ▪ Describe how the first Americans lived ▪ Identify early European explorers and colonies, and their impact on the country. ▪ Define the Columbian Exchange and discuss how it affected life in Europe and the Americas. <p><u>Lesson 2</u></p> <p><i>I will know that the United States grew out of the English colonies and became an independent nation</i></p> <ul style="list-style-type: none"> ▪ Describe how the United States gained its independence from Britain. ▪ Identify actions and events that contributed to a growing movement for independence among American colonists. ▪ Identify the reasons that some Americans called for a new constitution in the 1780s. ▪ Summarize some of the issues that were discussed 	<p>Claim Create</p> <p>Content Vocabulary:</p> <p>Archeologist Artifact hunter-gatherer agriculture culture colony enslaved tradition</p> <p><u>Lesson 2</u></p> <p>Academic Language: Organize compromise</p> <p>Content Vocabulary:</p> <p>Independence Confederation Congress Constitution Delegate Ratify Amendment Territory</p>
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	<p><u>Lesson 3</u></p>	<p>Lesson 3</p> <p><i>I know that the growing nation had deep divisions that led to the Civil War.</i></p> <p>Growth and Civil War</p>	<p>at the Constitutional Convention and ratification debates.</p> <p>Lesson 3</p> <ul style="list-style-type: none"> ▪ Define Manifest Destiny and describe its impact on the country. ▪ Discuss the causes and effects of the Industrial Revolution. ▪ Discuss causes of and the events leading to the Civil War. ▪ Identify the goals of Reconstruction. ▪ Describe how the growth of and changes in the United States in the mid-nineteenth century affected American Indians. 	<p>Lesson 3</p> <p>Academic Vocabulary</p> <p>Productive Pursue</p> <p>Content Vocabulary</p> <p>Immigrant Industry States' rights Abolitionist Secede Reconstruction Segregation Reservation</p>
	<p><u>Lesson 4</u></p>	<p><u>Lesson 4</u></p> <p><i>I will know that the United States became one of the world's most powerful nations after the Civil War.</i></p> <p>The United States Becomes a World Power Primary Source</p>	<p><u>Lesson 4</u></p> <ul style="list-style-type: none"> ▪ Describe the impact of the transcontinental railroad and other transportation systems on the growth of the United States. ▪ Explain how manufacturing and inventions changed life for ordinary Americans. ▪ Describe the impact of 	<p><u>Lesson 4</u></p> <p>Academic Vocabulary</p> <p>Influence Limit</p> <p>Content Vocabulary</p> <p>Transcontinental Manufacturing Entrepreneur</p>

	<p><u>Lesson 5</u></p>	<p>“The New Colossus”</p> <p><u>Lesson 5</u></p> <p><i>I will know that the United States faces continuity and change in the Twenty-first century.</i></p> <p>The United States since World War II</p> <p>Citizenship Elizabeth Cady Stanton: American Suffragist</p> <p>Chapter Assessment</p>	<p>immigration on the United States.</p> <ul style="list-style-type: none"> ▪ Define the elements of the Great Depression and the New Deal. ▪ Discuss the causes and effects of World War I and World War II <p>▪ <u>Lesson 5</u></p> <ul style="list-style-type: none"> ▪ Explain why the end of WW II is often considered a turning point for the United States. ▪ Define the Cold War and explain how it was different for other wars ▪ Identify key events of the Civil Rights Era. ▪ Describe the challenges faced by the United States today. 	<p>Diverse Depression Fascism</p> <p><u>Lesson 5</u></p> <p>Academic Vocabulary</p> <p>Rivalry Cooperate</p> <p>Content Vocabulary</p> <p>Cold War Communism High-tech Civil rights Boycott Terrorist interdependent</p>
	<p><u>Chapter 3</u> Government in the United States</p> <p><u>Lesson 1</u></p> <p>Identify the rights and freedoms supported by the following documents:</p> <ol style="list-style-type: none"> a. preamble of the U.S. Constitution b. Bills of Rights c. Statement of Natural Rights as found in the Declaration of 	<p>What is special about American Government</p> <p><u>Lesson 1</u></p> <p><i>I will know the principles upon which our government is based.</i></p> <p>Principles of Our</p>	<p><u>Lesson 1</u></p> <p>-I can identify the rights and freedoms supported by the Constitution, Declaration of Independence and the Bill of Rights. -I can explain the role of</p>	<p><u>Lesson 1</u></p> <p>Academic Vocabulary</p> <p>Purpose Require Establish Define</p>

	<p style="text-align: center;">Independence</p> <p>Locate information using both primary and secondary sources. SS04-S2C1-03</p> <p><u>Lesson 2</u></p> <p>Strand 3 PO1: Describe the 3 branches of state and nation government:</p> <ol style="list-style-type: none"> a. Executive b. Legislative c. judicial <p>Strand 3 PO2: Describe different levels of government (e.g., local, tribal, state, national)</p> <p><u>Lesson 3</u></p> <p>Strand 3 Concept 4 Po1: Discuss ways an individual can contribute to a school or communities. PO2: Identify traits of character (e.g., responsibility, respect, perseverance,</p>	<p style="text-align: center;">Government</p> <p>Primary Source A letter from John Adams to Abigail Adams.</p> <p><u>Lesson 2</u></p> <p><i>I will know the responsibilities of the three branches of the United States government</i></p> <p>How our Government Works</p> <p>Literacy Skills: Categorize</p> <p><u>Lesson 3</u></p> <p>Our Rights and Responsibilities</p> <p>Critical Thinking Skills: Compare Points of View</p>	<p>government in protecting these rights and freedoms.</p> <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> ▪ Understand the functions and responsibilities of the legislative, executive, and judicial branches of the federal government. ▪ Identify and understand the differences between the national, state, and local levels of government. <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> ▪ Identify important rights of citizens in the United States. ▪ Analyze and understand national and state symbols 	<p>Content Vocabulary</p> <p>Republic Citizen democracy Sovereignty Self-evident Unalienable Liberty</p> <p><u>Lesson 2</u></p> <p>Academic vocabulary</p> <p>Control Enforce Ensure</p> <p>Content Vocabulary</p> <p>Legislative branch Executive branch Judicial branch Checks and balances</p> <p><u>Lesson 3</u></p> <p>Academic Vocabulary</p> <p>Participate Convince</p>
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	loyalty, integrity, involvement, justice and tolerance PO3: Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, and jury duty).	Citizenship: Tammy Duckworth Veteran and United States Senator	and holidays that commemorate people, events, and ideals of our government. <ul style="list-style-type: none"> ▪ Identify how citizens participate in their government and community by fulfilling their responsibilities and exercising. ▪ Demonstrate how constitutional amendments have changed our nation. 	Content Vocabulary Jury Candidate Patriotism Symbol Petition
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Social Studies-4th Grade

PACING Guide SY 2017-2018

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2 ND QUARTER October 2018 to December 2018	Chapter 4: The Nation's Economy Chapter 5: Region: The Northeast Chapter 6: Region: The Southeast			
Chapter 4 The Nation's Economy		<u>The BIG Question</u> <u>How does the economy meet our needs and Wants?</u>		

<ul style="list-style-type: none"> • Social Studies Text-book • Social Studies Teacher Edition • Focus Skills Transparency • Home Work and practice Book • Vocabulary transparency • Time-Links 	<p><u>Lesson 1</u></p> <p>Strand 4 Concept 4 PO 1: Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism) and growth of major Arizona cities.</p> <p>Strand 5 Concept1 PO1 Explain the decision for a personal spending choice.</p> <p>Strand 5 Concept 2 PO2 Describe why (e.g., schools, fire, police, and library) state and local governments collect taxes.</p> <p><u>Lesson 2</u></p> <p>Strand 5 Concept 2 PO 3: Give examples of how voluntary exchanges of goods and services can be mutually beneficial.</p> <p>Strand 5 Concept 2 PO4: Discuss how profit is an incentive to entrepreneurs.</p> <p>Strand 5 Concept 2 PO5: Describe risks that are taken by entrepreneurs.</p>	<p><u>Lesson 1</u></p> <p><i>I will know that economies exist to satisfy people's needs and wants.</i></p> <p>What is the Economy?</p> <p>Literacy Skills Make Predictions</p> <p><u>Lesson 2</u></p> <p><i>I will understand that businesses supply goods and services to match demand</i></p> <p>Trade and Markets</p>	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of needs and wants. ▪ Demonstrate and understanding of the basics of our economic system, including the role of producers, consumers, and products. ▪ Understand the basic questions that all economic system must answer. ▪ Differentiate between a free enterprise system and other economic systems. ▪ Understand and identify the government's role and services as well as laws and rules to protect the U.S. economy. <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> ▪ Understand the difference between bartering and the use of money. ▪ Understand and demonstrate how inflation affects prices. ▪ Understand and demonstrate how businesses provide goods and services to the public to make a profit. ▪ Explain why entrepreneurs are willing to take risks to start a new business. 	<p><u>Lesson 1</u></p> <p>Academic Language:</p> <p>Involve Individual</p> <p>Content Vocabulary: producer Consumer Free Enterprise system Market economy Command economy Private property</p> <p><u>Lesson 2</u></p> <p>Academic Language:</p> <p>Borrow Available</p> <p>Content Vocabulary: Currency Barter Inflation Profit Income</p>
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	<p><u>Lesson 3</u></p> <p>Strand 5 Concept 4: Global Economics: Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.</p>	<p><u>Lesson 3</u></p> <p><i>I will understand how global trade affects my life.</i></p> <p>People and the Economy</p> <p>Primary Source Henry Ford, Entrepreneur</p>	<ul style="list-style-type: none"> ▪ Identify the forces of supply and demand in a market economy. <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> ▪ Demonstrate how technology has led to an increase in global trade. ▪ Identify examples of globalization and how it has led to interdependence between countries. ▪ Understand the difference between imports and exports. ▪ Demonstrate an understanding of specialization and the division of labor and how they lead to higher quality and an increase in productivity. 	<p>Supply Demand</p> <p><u>Lesson 3</u></p> <p>Academic Vocabulary</p> <p>Task Benefit</p> <p>Content Vocabulary</p>
	<p><u>Lesson 4</u></p> <p>Strand 5 Concept 4: Global Economics: Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.</p>	<p><u>Lesson 4</u></p> <p><i>I will understand how global trade affects my life.</i></p> <p>A Global Economy</p> <p>Critical Thinking Skills Analyze Costs and Benefits</p>	<p><u>Lesson 4</u></p> <ul style="list-style-type: none"> ▪ Demonstrate how technology has led to an increase in global trade. ▪ Identify examples of globalization and how it has led to interdependence between countries. ▪ Understand the difference between imports and exports. 	<p><u>Lesson 4</u></p> <p>Academic Language:</p> <p>Task benefit</p> <p>Content Vocabulary:</p> <p>Innovation Import Export</p>

	<p><u>Chapter 5 Regions: The Northeast</u></p> <p><u>Lesson 1</u></p> <p>Strand 4 PO5: Describe characteristics of human and physical features:</p> <p>a. Physical (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, and dunes)</p> <p>Strand 4 PO5: Describe how regions and places have distinct characteristics.</p> <p><u>Lesson 2</u></p> <p>Strand 4 Concept 4 PO1: Describe the factors (push and pull) that have contributed to the settlement, economic development.</p> <p>Strand 4 Concept PO1: Describe human dependence on the physical and</p>	<p>Citizenship Bill Gates: Professional Problem Solver</p> <p><u>Chapter 5 Regions: The Northeast</u></p> <p><u>Lesson 1</u></p> <p><i>I will know that the Northeast has mountains, along coast, and large lakes and rivers.</i></p> <p>The land of the Northeast</p> <p><u>Lesson 2</u></p> <p><i>I will know that the Northeast is rich in natural resources and makes many products.</i></p> <p>Resources in the Northeast</p>	<ul style="list-style-type: none"> ▪ Demonstrate and understanding of specialization and the division of labor and how they lead to higher quality and an increase productivity. ▪ Describe the effects of globalization in today’s world. <p>BIG Question: How does where we live affect who we are?</p> <p><u>Lesson 1</u></p> <ul style="list-style-type: none"> ▪ Identify the physical characteristics of the Northeast region. ▪ Describe the differences between coastal and mountain areas of the region. ▪ Interpret physical map of the Northeast ▪ Describe the bodies of water in the Northeast. <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> ▪ Describe natural resources that are plentiful in the Northeast region of the United States. ▪ Identify agricultural products of the Northeast. ▪ Interpret a map of natural 	<p>Division of labor Specialization Productivity Outsourcing</p> <p><u>Lesson 1</u></p> <p>Academic Vocabulary</p> <p>Surround attract</p> <p>Content Vocabulary</p> <p>Lighthouse Peninsula Sound Glacier</p> <p><u>Lesson 2</u></p> <p>Academic Language:</p> <p>Allow Provide</p> <p>Content Vocabulary:</p>
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	<p>environment and natural resources to satisfy basic needs.</p> <p><u>Lesson 3</u></p> <p>Strand 1 Concept 5 PO 4: Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).</p> <p>Strand 1 Concept 5 PO5: Describe the conflict of culture that occurred between newcomers and Native Americans.</p> <p>Strand 1 Concept 1 PO2: Describe the difference between primary and secondary sources.</p> <p>Strand 1 Concept 1 PO3: Locate information using both primary and secondary sources.</p> <p><u>Lesson 4</u></p> <p>Strand 1 Concept 10 PO 2: Describe the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, internet, books, and maps.)</p>	<p><u>Lesson 3</u></p> <p>Birthplace of the Nation</p> <p>Primary Source Edward Winslow, A journal of the Pilgrims at Plymouth, 1622</p> <p><u>Lesson 4</u></p> <p>Growth and Change in the Northeast</p> <p>Literacy Skills Cause and Effect</p>	<p>resources.</p> <ul style="list-style-type: none"> ▪ Explain some of the features that contribute to tourism in the Northeast. <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> ▪ Analyze the way of life of American Indians and their interactions with early settlers. ▪ Describe the roles the colonies of the Northeast played in the American Revolution. ▪ Explain how abolitionists and advocates for women’s rights influenced the country. <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> ▪ Describe the different waves of immigration. ▪ Describe the impact of immigration on the United States and the Northeast region ▪ Identify nineteenth-century inventions and advances in 	<p>Mineral Quarry Overfishing Bog Tourist</p> <p><u>Lesson 3</u></p> <p>Academic Language</p> <p>Survive oppose</p> <p><u>Lesson 4</u></p> <p>Academic Language</p> <p>Advance Protect</p> <p>Content Vocabulary</p> <p>Steamboat</p>
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	<p>4.RI.5 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.</p> <p><u>Lesson 5</u></p> <p>Strand 1 Concept 10 PO 2: Describe the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, internet, books, and maps.)</p> <p><u>Chapter 6</u></p> <p><u>Lesson 1</u></p> <p>Strand 4 PO5: Describe characteristics of human and physical features:</p> <p>a. Physical (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, and dunes)</p> <p>Strand 4 PO5: Describe how regions and places have distinct characteristics.</p>	<p><u>Lesson 5</u></p> <p>The Northeast Today</p> <p>Critical Thinking Skills</p> <p>Work in Teams</p> <p>Citizenship Jacob Riis: Helping Immigrants</p> <p><u>Chapter 6</u></p> <p><u>Region: The Southeast</u></p> <p>How does where we live affect who we are?</p> <p><u>Lesson 1</u></p> <p>Land and Water of the Southeast</p> <p>Map and Graph Skills</p> <p>Use a Road Map and Scale</p>	<p>technology, and explain how they helped industry grow.</p> <ul style="list-style-type: none"> ▪ Describe the causes and effects of the reform movement <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> ▪ Explain the factors that contributed to the growth of cities in the Northeast. ▪ Analyze the differences between urban and rural lifestyles in the Northeast. ▪ Describe the landmarks and unique characteristics of cities of the Northeast. ▪ Describe how cities have changed over time <p><u>Lesson 1</u></p> <p><i>I know that the Southeast's geography is varied, from the Appalachian Mountains to the Gulf and Atlantic coasts.</i></p> <ul style="list-style-type: none"> ▪ Identify, locate, and describe the major landforms of the Southeast. ▪ Identify, locate, and describe major rivers and bodies of water in the Southeast. 	<p>Patent</p> <p>Sweatshop</p> <p>Labor union</p> <p><u>Lesson 5</u></p> <p>Academic Language</p> <p>Pollution demand</p> <p>Content Vocabulary</p> <p>Commerce</p> <p>Rural</p> <p>Urban</p> <p>Population density</p> <p><u>Lesson 1</u></p> <p>Academic Language:</p> <p>Occupy transfer</p> <p>Content Vocabulary:</p> <p>Wetland</p> <p>Barrier island</p> <p>Piedmont</p>
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	<p>Strand 4 Concept 1 PO 1: Use different types of maps to solve problems (i.e., road maps-distance, resource maps-products, historical maps-boundaries, thematic map-climates).</p> <p><u>Lesson 2</u></p> <p>Strand 4 PO5: Describe how regions and places have distinct characteristics.</p> <p>Strand 1 Concept 10 PO 2: Describe the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, internet, books, and maps.)</p> <p><u>Lesson 3</u></p> <p>Strand 4 PO5: Describe how regions and places have distinct characteristics.</p>	<p><u>Lesson 2</u></p> <p><u>Climate of the Southeast</u></p> <p><u>Lesson 3</u></p> <p>A land of Many Resources</p> <p>Literacy Skills Distinguish Fact from Opinion.</p>	<ul style="list-style-type: none"> ▪ Discuss how the different lands in the Southeast support different kinds of plants and animals. <p><u>Lesson 2</u></p> <p><i>I will know that the Southeast's location gives the region a warm climate and varied weather.</i></p> <ul style="list-style-type: none"> ▪ Discuss the weather and climate of the Southeast. ▪ Understand how major storms form and how they affect the Southeast. ▪ Summarize the ways people in the Southeast change their environment in order to prepare for extreme weather events as well as handle their effects. <p><u>Lesson 3</u></p> <p><i>I will know that the Southeast is rich in natural resources.</i></p> <ul style="list-style-type: none"> ▪ Identify and describe the major resources of the Southeast and the locations where they are found. ▪ Describe how the resources of the Southeast have shaped 	<p>Fall line Watershed Endangered species extinct</p> <p><u>Lesson 2</u></p> <p>Academic Language: Generate Consequence Content Vocabulary: Growing season Key Hurricane Storm surge Levee Evacuation</p> <p><u>Lesson 3</u></p> <p>Academic Language Mastery Restore Content Vocabulary Timber Pulp</p>
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	<p>Lesson 4</p> <p>Strand 4 Concept 4 PO1: Describe the factors (push and pull) that have contributed to the settlement, economic development.</p> <p>Strand 4 Concept PO1: Describe human dependence on the physical and environment and natural resources to satisfy basic needs.</p> <p><u>Lesson 5</u></p> <p>Strand 4 Concept 4 PO1: Describe the factors (push and pull) that have contributed to the settlement, economic development.</p>	<p><u>Lesson 4</u></p> <p>Settling the Southeast</p> <p>Primary Source Cherokee Syllabary</p> <p><u>Lesson 5</u></p> <p>Southern Life</p> <p>Citizenship Rosa Parks: Mother of the</p>	<p>the lives of the region's people.</p> <ul style="list-style-type: none"> ▪ Summarize how the region's people interact with and change their environment in order to obtain resources. <p><u>Lesson 4</u></p> <p><i>I know that the Southeast has a history of crisis and rebuilding.</i></p> <ul style="list-style-type: none"> ▪ Identify different groups that have settled in the Southeast during its history and summarize their interaction. ▪ Summarize the role played by people of the Southeast in the formation of the United States and in the nation's early history ▪ Discuss the role people of the Southeast had in trans-Appalachian expansion and the in the settling of states across the country. ▪ Identify and summarize the achievements of key figures in the history of the Southeast. <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> • Identify major cultural achievements of the Southeast. • Describe the widespread 	<p>Agribusiness Livestock Fossil fuel Hydroelectric power Heritage</p> <p><u>Lesson 4</u></p> <p>Academic Language</p> <p>Intent Ruins</p> <p>Content Vocabulary</p> <p>Indentured servant Plantation Pioneer emancipation</p> <p><u>Lesson 5</u></p> <p>Academic Language</p> <p>Essential Perspective</p>
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	Strand 4 Concept PO1: Describe human dependence on the physical and environment and natural resources to satisfy basic needs.	Civil Rights Movement.	<p>influence of the culture of the Southeast throughout the rest of the country and the world.</p> <ul style="list-style-type: none"> Summarize the social and economic changes that the Southeast has experienced since the Civil War. Identify and describe some major cities of the Southeast. 	<p>Content Vocabulary</p> <p>Gullah Jazz Folklore Craft Port</p>
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Ganado Unified School District Social Studies-4th Grade

PACING Guide SY 2017-2018

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary Content/Academic
3RD QUARTER January 2018 to March 2018	Chapter 7: Regions: The Midwest Chapter 8: Regions: The Southwest Chapter 9: Regions: The West			
Chapter 7: Regions: the Midwest <ul style="list-style-type: none"> Social 	<u>Lesson 1</u> Strand 4 PO5: Describe how regions and places have distinct characteristics.	How does where we live affect who we are? <u>Lesson 1</u> In the heart of the Nation	<u>Lesson 1</u> <i>I will know that the lives of people in the</i>	<u>Lesson 1</u> Academic Language

<p>Studies Text-book</p> <ul style="list-style-type: none"> Social Studies Teacher Edition 	<p>Strand 4 PO5: Describe characteristics of human and physical features:</p> <p>a. Physical (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, and dunes)</p> <p><u>Lesson 2</u></p> <p>Science strand 6 Concept 3: Understand characteristics of weather conditions and climate.</p> <p>Strand 4 Concept 3 Describe how natural events and human activities impact environments.</p> <p>Strand 4 Concept4 PO1 Describe the that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth.</p> <p><u>Lesson 3</u></p>	<p>Critical Thinking Skills Give an Effective Presentation</p> <p><u>Lesson 2</u></p> <p>Resources and Farming</p> <p><u>Lesson 3</u></p> <p>Settling in the Midwest</p>	<p><i>Midwest are affected by its landforms and bodies of water.</i></p> <ul style="list-style-type: none"> Describe the landforms of the Midwest. Identify and discuss the major rivers and bodies of water in the Midwest. Describe the weather and climate of the Midwest and identify the sources of the region’s climate patterns. Describe the plant and animal life of the Midwest. <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> Discuss how the Midwest’s land and climate make it one of the world’s most productive agricultural areas. Summarize how factors such as soil type and climate create areas in the Midwest in which different crops thrive. Identify nonagricultural natural resources in the Midwest. Discuss how the region’s people interact with and change their environment in order to obtain resources. <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> Identify American Indian 	<p>Situate Account</p> <p>Content Vocabulary</p> <p>Great Plains Prairie Central plains Blizzard Tornado Badlands</p> <p><u>Lesson 2</u></p> <p>Academic Language</p> <p>Combine Critical</p> <p>Content Vocabulary</p> <p>Nutrient Arable Crop rotation</p> <p><u>Lesson 3</u></p> <p>Academic Language:</p>
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	<p>Primary Source Wila Cather, Roll Call on the Prairies</p> <p>Lesson 4</p> <p>The Midwest on the Move</p> <p>Literacy Skills Identify main Idea and Details</p> <p>Citizenship Jean Baptiste Point DuSable: The Father of Chicago, Illinois</p>	<p>groups that have lived in the Midwest</p> <ul style="list-style-type: none"> ▪ Discuss the role of the fur trade in the early history of the Midwest ▪ Summarize the history of settlement in the Midwest, including immigration within the United States, immigration from other countries, and the displacement of American Indians. ▪ Discuss how the development of industry in the Midwest led to increased migration to the region. ▪ Summarize the history and growth of Chicago and other major cities of the Midwest. <p>Lesson 4</p> <ul style="list-style-type: none"> ▪ Discuss the importance of trade in the history of the growth of the Midwest. ▪ Discuss the history of transportation in the Midwest and summarize the way it linked the Midwest to other regions and led to economic growth. ▪ Identify contemporary economic trends in the Midwest. ▪ Summarize the cultural attractions that the Midwest 	<p>Permit Extensive</p> <p>Content Vocabulary: Nomad Missionary Trading post Northwest Ordinance Plow</p> <p>Lesson 4</p> <p>Academic Language: Develop Initial</p> <p>Content Vocabulary: Junction Hub Interstate highway</p>
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Ganado Unified School District

Social Studies-4th Grade

PACING Guide SY 2017-2018

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary Content/Academic
4TH QUARTER March 2018 to May 2018	Unit 4 <u>Arizona's Government and Economy</u> To be covered in 4th Quarter			

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4th Quarter	<u>Review and Assessments:</u> 1. <u>Reteach Standards</u> -People in History -Events in History			

