



USD 258 Humboldt Schools

Curriculum Mapping Social Studies

Fourth Grade



Date completed	1st Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I), ELA CCS
	<ul style="list-style-type: none"> ☀(A) applies geographic tools, including grid systems, symbols, <i>legends</i>, <i>scales</i>, and a <i>compass rose</i> to construct and interpret maps.(3) (Interpreting Maps) 	(GB111)
	<ul style="list-style-type: none"> ☀(A) identifies and give examples of the difference between political and physical features within a <i>region</i>. (3) Compare and Contrast 	(GB113)
	<ul style="list-style-type: none"> ☀(K) classify major landforms and bodies of water in regions of the United States (e.g., mountains, plains, islands, <i>peninsulas</i>, rivers, oceans). (4) (Specialized Map Making and Interpretation) 	(GB114)
	<ul style="list-style-type: none"> (HS) Label 50 states on a blank map and label each capital (HES) (1) (Map Skills) 	(HES)
	<ul style="list-style-type: none"> ☀(K) discover major physical and <i>political features</i> of regions from memory (e.g., Appalachian Mountains, the Great Lakes, 50 States, Kansas River, Arkansas River, Atlanta, Grand Canyon, Gulf of California, Mt. McKinley, Puerto Rico, Prime Meridian, International Dateline, Arctic Circle, Antarctic Circle, San Francisco, Dallas, Phoenix, Seattle, Everglades, Yellowstone National Park, Niagara Falls, Mississippi River). (4) (Map Skills) 	(GB115)
	<ul style="list-style-type: none"> (A) uses a data source as a tool (e.g., graphs, charts, tables).(3) 	(GB112)
	<ul style="list-style-type: none"> (K) identifies and describes the physical components of Earth's atmosphere, land, water, biomes (e.g., temperature, precipitation, wind, climate, mountains, plains, islands, oceans, lakes, rivers, aquifers, plants, animals, habitats). (2) (Critical Thinking) 	(GB311)
	<ul style="list-style-type: none"> (A) explains features and patterns of Earth's surface in terms of physical processes (e.g., weathering, erosion, water cycle, soil formation, mountain building). (4) (Critical Thinking) 	(GB312)
	<ul style="list-style-type: none"> (A) explains the functions and relationships of ecosystems in Kansas and across the United States (e.g., food chains, water, link between <i>flora</i> and <i>fauna</i> and the environment). (4) (Critical Thinking) 	(GB313)

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	<ul style="list-style-type: none"> • (K) identifies conditions that determine the <i>location</i> of human activities (e.g., <i>resources</i>, <i>population</i>, <i>transportation</i>, and <i>technology</i>). (2) (Critical Thinking) 	(GB412)
	<ul style="list-style-type: none"> • ☀(A) examines <i>natural resource</i> challenges and ways people have developed solutions as they use <i>renewable and nonrenewable resources</i> (e.g., lack of water, eroding soil, lack of land, limitations of fossil fuels). (4) (Critical Thinking) 	(GB511)
	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (5) 	(RL4.1)ELACCS
	<ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details; summarize the text. (5) 	(RI4.2)ELACCS
	<ul style="list-style-type: none"> • 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 (5) 	(RI4.3)ELACCS
	<ul style="list-style-type: none"> • 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. (5) 	(RI4.7)ELACCS
	<ul style="list-style-type: none"> • Identify the reasons and evidence a speaker provides to support particular points. (3) 	(W4.8)ELACCS
	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (3) 	(RL4.1)ELACCS
	<ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4) 	(RL4.2)
	<ul style="list-style-type: none"> • 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. (5) 	(RL4.3)ELACCS
	<ul style="list-style-type: none"> • Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (3) 	(RI4.4)ELACCS

Vocabulary

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Physical Processes
Natural Resource
Renewable Resources
Nonrenewable Resource
Biomes
Data Source
Physical Components
Landforms
Geographic Tools
Political Features
Physical Features

Essential Questions

- What are some possible outcomes of the overuse of our nonrenewable resources?
- What are the political units and how would you describe each?
- Why do you think it is important to understand the different geographic tools?
- If you had to choose which type of landform to build a house on which one would it be and why?
- What is the difference between a political and physical map? Give an example of a situation in which you might need each type.

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences/21st Century Skills

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- Construct maps, diagrams, or charts to display spatial information (e.g., construct a bar graph that compares population of the five largest cities in the in the United States. (2)
- Design a map that displays information selected by the students, using symbols explained in a key. (1,4)
- Mark major landforms on a map. (1,4)
- Create landforms in play dough.
- Use pictures from magazines and hand-drawn sketches to distinguish between different landforms. (1)
- Make a flip book identifying the student's city, county, state, and country.

Resources

Graph Paper

KS and US maps

Text Book

Construction Paper

Play Dough or clay

Magazines that can be cut out

Maps w/keys clearly marked

Populations of 5 largest US cities

50 States Song

Internet Sites:

50states.com

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http://www.sheppardsoftware.com/web_games.htm

http://www.phschool.com/atachool/world_exp/Geography/Students_Area/WE_GO_S_BK_index.html

<http://school.discovery.com/lessonplans/geog.html>

<http://www.lessonplanet.com/search/Geography/>

http://www.innovationslearning.co.uk/subjects/geography/geography_links.htm

<http://www.kidsgeo.com/>

Assessments

Teacher observation

Create map with symbols

Label the 50 states

Creation of political or physical map

Label landforms on blank map

Create landform map from clay or play dough

Teacher notes

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Date completed	2 nd Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I), ELA CCS
	<ul style="list-style-type: none"> evaluates rules and laws using two basic criteria: the law or rule serves the common good, the law or rule must be possible to follow.(5) (Compare Contrast) 	(CGB1I1)
	<ul style="list-style-type: none"> (A) defines shared ideals across regions in the United States (e.g., the right to vote, freedom of religion and speech, concern for general welfare, consent of the governed).(2) (Compare Contrast) 	(CGB2I1)
	<ul style="list-style-type: none"> (HS) identify basic traits of systems governments (e.g. democracy, dictatorship) (1) (Compare Contrast) 	(HES)
	<ul style="list-style-type: none"> (K) recognizes the United States Constitution as the document that defines the rights and responsibilities of citizens in the United States.(2) 	(CGB3I1)
	<ul style="list-style-type: none"> (HS) recognizes that the United States <i>Constitution</i> is a written plan for the rules of government (e.g. knows the Constitution lists rules of the government compared to the rules for the family, classroom, or school) (1) 	(HES)
	<ul style="list-style-type: none"> (K) defines capitol as the building in which government is located.(2) 	(CGB5I3)
	<ul style="list-style-type: none"> (HS)Examine conflicts that take place within these units (e.g. city, county, state, country) (4) (Critical Thinking) 	(HES)
	<ul style="list-style-type: none"> (K) explains the function of state <i>governments</i> (e.g., establish law for the state, provide public service, provide public safety).(5) (Critical Thinking) 	(CGB5I1)
	<ul style="list-style-type: none"> (HS) differentiates how the governments of other countries differ from the U.S. (2) (Critical Thinking) 	(HES)
	<ul style="list-style-type: none"> ☀(K) describes the types and characteristics of political units (e.g., city, county, state, country). (2) (Critical Thinking) 	(GB4I1)
	<ul style="list-style-type: none"> 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. (5) 	(RL4.7)ELACCS

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	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (5) 	(RL4.1)ELACCS
	<ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. (3) 	(W4.8)ELACCS
	<ul style="list-style-type: none"> 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. (4) 	(W4.9) ELACCS
	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (3) 	(RL4.1)ELACCS
	<ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4) 	(RL4.2) ELACSS
	<ul style="list-style-type: none"> 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. (5) 	(RL4.3)ELACCS
	<ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (3) 	(RL4.4)

Vocabulary

Common Good

Capitol

Government

Citizens

Rights

Constitution

Responsibilities

Common Good

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Regions

General Welfare

Essential Questions

- What are some reasons conflict take place in our political units? (city, county, state, country)
- What would happen if we had no rules in our school, family, community, state, or country?
- How would you go about creating your own set of rules (3-5) for our class and be able to explain why you rules are important?
- What are some shared ideals that most Americans think are beneficial for everyone?
- What do you think about our class/school rules? Are they fair? Why or why not
- What are two ways in which a person can participate in our national government?
- Why do you think participation in government is important?
- What is the Constitution? Is it an effective document for the U.S.? Does it impact you or your family's life?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences/21st Century Skills

- Discuss why some school and or family rules are easy to follow and others are hard. (1)
- Make up a new class rule to evaluate with the basic criteria: "Starting today, everyone must eat peanut butter and jelly sandwiches for lunch." Then ask students' "If this were a rule, would it serve the common good?" Hold discussion on the positive effects of the rule: everyone would be getting to eat lunch, no one would be left out, fairness-everyone would be eating the same thing. Then ask, "Could everyone follow this rule?" Hold discussion on the negative effects: what if someone was allergic to peanut butter? What if not everyone liked jelly? After discussion, ask, "Would this be a good rule?" Students should see that it would

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not be a good rule, since it would be impossible for those with allergies to follow. Compare this rule to a real law: wearing seatbelts and evaluate using the basic criteria.

- Look at a replica of the Constitution and explain that it is a primary source. Divide the class into two groups: rights and responsibilities. Have each group read segments of the primary source and find evidence of rights and responsibilities within the Constitution.
- Take a survey of 10 people and ask them ways they have participated in the government within the last year. (1)
- Invite a volunteer from a community organization to speak to the class. (2)
- Organize a volunteer effort for the class by vote: recycling, library book donation. (2)

Resources

Copy of the Constitution

Survey samples

Construction paper

Markers/colored paper

Copies of variety of different groups rules

Internet sites:

http://www.awesomelibrary.org/Library/Materials_Search?Lesson_Plans/History.html

<http://memory.loc.gov/learn/lesson/index.html>

http://smithsonianeducation.org/educators/lesson_plans/history_culture.html

<http://www.gamequarium.com/socialstudies.htm>

<http://www.socialstudiesforkids.com/subjects/funandgames.htm>

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Assessments

Create class laws that serve common good

Teacher Observation

Written test

Hold class elections

Timeline

Finished critique on opinions of constitutions

Teacher notes



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Date completed	3rd Quarter Curriculum Objectives	Standard (S), Benchmark (B), Indicator (I), ELA CCS
	<ul style="list-style-type: none"> (A) identifies and compares the physical characteristics of eastern to western Kansas and <i>regions</i> of the United States (e.g., rainfall, <i>location</i>, land and water features, climate, vegetation, <i>natural resources</i>). (4) (Compare and Contrast) 	(GB211)
	<ul style="list-style-type: none"> (K) identifies the human characteristics of Kansas and regions of the United States (e.g., people, <i>religions</i>, languages, customs, economic activities, housing, foods). (2) (Observing) 	(GB212)
	<ul style="list-style-type: none"> (A) explains the functions and relationships of ecosystems in Kansas and across the United States (e.g., food chains, water, link between <i>flora</i> and <i>fauna</i> and the environment). (4) (Critical Thinking) 	(GB313)
	<ul style="list-style-type: none"> ☀(A) researches the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower, Alf Landon, Amelia Earhart, George Washington Carver, Robert Dole, William Allen White, Langston Hughes, Carry A. Nation, Black Bear Bosin, Gordon Parks, Clyde Cessna, Charles Curtis, Walter Chrysler, Wyatt Earp). (4) (Research Skills) 	(HB111)
	<ul style="list-style-type: none"> (K) uses traditional stories from <i>regions</i> of the United States to help define the region.(3) (Responding to Literature) 	(HB112)
	<ul style="list-style-type: none"> ☀(K) describes the observations of the explorers who came to what was to become Kansas (e.g., Francisco Coronado, Meriwether Lewis and William Clark, Zebulon Pike, Stephen H. Long). (4) (Observing) 	(HB113)
	<ul style="list-style-type: none"> (K) describes how communication and transportation systems connect Kansas to other regions, past and present (e.g., trails, Pony Express, telegraph, steamboats, railroad lines, (HS) examine cause and effect of the contribution of immigrants to Kansas (highway systems, air transportation, Internet). (2) (Critical Thinking) 	(HB114)
	<ul style="list-style-type: none"> (A) compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. <i>migration</i>). (5) (Compare and Contrast) 	(HB115)
	<ul style="list-style-type: none"> (K) explain life on the Santa Fe and Oregon-California Trails (e.g., interactions between different cultural groups, hardships such as lack of water, mountains and rivers to cross, 	(HB116)

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	weather, need for medical care, size of wagon). (5) (Critical Thinking)	
	<ul style="list-style-type: none"> ☀(A) compares the various reasons several immigrant groups settled in Kansas (e.g., English, German, German-Russian, French, Swedish, Czechoslovakian, Croatian, Serbian, Mexican, African American, Vietnamese, Cambodian, Laotian). (2) (Critical Thinking) 	(HB2I1)
	<ul style="list-style-type: none"> ☀(K) explains the economic and cultural contributions made by immigrant groups in Kansas (e.g., jobs, agriculture, mining, arts, customs, celebrations). (5) (Critical Thinking) 	(HB2I2)
	<ul style="list-style-type: none"> (HS) examine cause and effect of the contribution of immigrants to Kansas (4) (Critical Thinking) 	(HES)
	<ul style="list-style-type: none"> (K) describes the history of the Kansas state song, “Home on the Range” (2) 	(HB3I2)
	<ul style="list-style-type: none"> (HS) examine cause and effect of the contribution of immigrants to Kansas (4) (Critical Thinking) 	(HES)
	<ul style="list-style-type: none"> 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 (5)(RL4.3) 	(RL4.3)ELACCS
	<ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (2) 	(RL4.5)ELACCS
	<ul style="list-style-type: none"> 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. (5) 	(RL4.7)ELACCS
	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (5) 	(RL4.1)ELACCS
	<ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>) Provide a concluding statement or section related to the opinion presented 	(W4.1)ELACCS
	<ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. (3) 	(W4.8)ELACCS

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	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (3) 	(RL4.1)ELACCS
	<ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4) 	(RL4.2)ELACCS
	<ul style="list-style-type: none"> 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. 	(RL4.3)ELACCS
	<ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (3) 	(RL4.4)ELACCS

Vocabulary

Immigrant

Explorers

Communication

Transportation

Customs

Physical Characteristics

Essential Questions

- If you moved to a new state or country what could you contribute to their culture?
- What factors influenced each immigrant group to come to Kansas?

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- How would our state be different without the contributions of these immigrant groups?
- What characteristics make primary and secondary sources different?
- If you could change something about Kansas what would it be?
- What are the contributions of three famous Kansans to our state?
- What is your opinion of people who take advantage of other for financial gain?
- How will learning about our state and its people aid you in life?
- What makes the people of Kansas different from each other and how does the part of the state in which one lives affect those differences?

Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences/21st Century Skills

- Look at a map of the United States. Brainstorm and list activities that people might do in other states or regions that might differ from activities people choose to do in other states or regions that might differ from activities people choose to do in Kansas or the Midwest. (i.e. surfing on the coast vs. rodeo in the Midwest). Then stress that although Americans have regional differences, that are common national ideals that everyone shares. Brainstorm and create a Venn diagram of shared ideals across the United States.
- Use text or other secondary sources to construct a table that summarizes geographic, political, economic, and religious reasons that brought immigrant groups to Kansas. (1)
- Research the immigrant groups who settled in Kansas emphasizing their economic cultural contributions. (2)
- Trace students immigration roots to the U.S.
- Create own state and then have other students write reactions to their first impression of that state. (i.e. Pike's first impressions of KS)

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- Use text or other secondary sources to construct a table that summarizes geographic, political, economic, and religious reasons that brought immigrant groups to Kansas. (1)
- Create and use personal and historical timelines. Make a human timeline-study a historical topic, and write an important fact about the topic on a sheet of paper (total of 5-7 facts). Give the facts to a small group of students and have them arrange themselves in order along a timeline.(1)
- Question example: "Which trail (Santa Fe or Oregon-California) achieved better goals for the people at the end of travel?" Thesis statement examples: "The Santa Fe Trail achieved better goals for the people at the end of travel" or "The Oregon-California Trail achieved better goals for the people at the end of travel." (2)
- Explain why a source is either primary or secondary; find information from different sources and judge whether the information is the same or different.

Resources

List of notable Kansans to research

Web sites to use for research

Research examples

Graph paper

Table samples

Construction paper

List of immigrant groups to KS

Example of secondary/primary sources

Internet sites:

<http://school.discovery.com/lessonplans/programs/destinationamerica/>

http://www.lessonplanet.com/search/Language_Arts/Authors?startval=30

<http://www.bgsu.edu/colleges/library/infosrv/lue/primary.html>

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http://www.youthsource.ab.ca/teacher_resources/ps_comparison

<http://kshs.org/>

Assessments

Teacher Observation

Written Test

Creation of primary sources

Immigrant day to bring in items from each group

Written Report

Oral Report

Teacher notes



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	<ul style="list-style-type: none"> ☀(K) - (\$) knows that every spending and saving decision has an opportunity cost. (1) (Money Exchange) 	(EB1I1)
	<ul style="list-style-type: none"> (A) identifies examples of how natural, capital, and human resources are used in <i>production</i> of goods and services (e.g., land resources [natural] are used to produce wheat [goods] that is harvested by skilled farmers [human] using combines [capital]).(3) (Observing) 	(EB1I2)
	<ul style="list-style-type: none"> ☀(A) traces the production, distribution, and consumption of a particular good in the state or <i>region</i>. (5) (Critical Thinking) 	(EB1I3)
	<ul style="list-style-type: none"> (A) make up an example of economic <i>specialization</i> that leads to <i>trade</i> between regions of the United States (e.g., Kansas produces wheat and beef and trades with other regions, Michigan produces automobiles, the Southeast produces rice, the Northwest produces paper). (6) (Critical Thinking) 	(EB1I4)
	<ul style="list-style-type: none"> (K) - (\$) defines the characteristics of an entrepreneur and gives an example of someone who shows those characteristics (e.g., risk taker, innovator, gets together all <i>resources</i> needed to produce a product). (2) (Math Skills) 	(EB2I1)
	<ul style="list-style-type: none"> ☀(K) explain market economy as an <i>economic system</i> in which buyers and sellers make major decisions about production and distribution, based on supply and demand. (5) (Supply and Demand) 	(EB3I1)
	<ul style="list-style-type: none"> (HS) identify barriers within a market economy (2) (Supply and Demand) 	(HES)
	<ul style="list-style-type: none"> (HS) examine how scarcity of resources effects U.S. choices within economy (4) (Supply and Demand) 	(HES)
	<ul style="list-style-type: none"> ☀(A) - (\$) discusses ways workers can improve their ability to earn income by gaining new knowledge, skills, and experience. (2) (Money Exchange) 	(EB5I1)
	<ul style="list-style-type: none"> ☀(A) analyzes the costs and benefits of making a choice. (4) (Money Exchange) 	(EB5I2)
	<ul style="list-style-type: none"> 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 	(RL4.7)ELACCS

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	information contributes to an understanding of the text in which it appears. (5)	
	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (5) 	(RL4.1)ELACCS
	<ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. (3) 	(W4.8)ELACCS
	<ul style="list-style-type: none"> 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. (4) 	(W4.9)ELACCS
	<ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.(4) 	(RL4.1)ELACCS
	<ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4) 	(RL4.2)ELACCS
	<ul style="list-style-type: none"> 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.(5) 	(RL4.3)ELACCS
	<ul style="list-style-type: none"> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (3) 	(RL4.4)ELACCS

Vocabulary

Spending

Income

Cost

Benefits

Barriers

Goods

Services

Supply

Demand

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Distribution

Production

Economy

Entrepreneur

Opportunity Cost

Natural Resource

Human Resource

Capital Resource

Essential Questions

- How would you define market economy?
- How do you tell the difference between supply and demand?
- What is the benefit of choosing saving over spending or vice versa?
- How would you decide whether to spend or save?
- What are some ways a person can be promoted in their job or earn a better income?
- If you could spend money on one item what would it be and why?
- What is opportunity cost?
- What are the steps in a product getting from production to the consumer?
- Do you think not having enough of something effects people/countries within economy?

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Activity Options/Strategies/Skills/Curricular Integration/Multiple Intelligences/21st Century Skills

- Start a class business such as a cookie factory, a class store with supplies, or a student newspaper.(1)
- Bring in a guest speaker who is an entrepreneur. (1)
- Hold a career fair or invite members of the community to speak to the class about the skills and education required for their occupations. (1)
- Pose a scenario for the weekend: Doing a chore to earn allowance or going to a movie. What would be the cost for going to the movie (not earning the money for the chore)? What would be the benefit of going to the movie (having fun, seeing a favorite movie star)? Pose same question for doing the chore. (2)
- Entrepreneur puzzle: Give each a prepared sheet of paper with the characteristic of an entrepreneur written on one side (the teacher may make puzzle lines around each characteristic or allow the students to make their own). On the backside of the characteristic list, illustrate an entrepreneur utilizing or showing one of the characteristics (example: a shop owner opening his new store, a new product being made, ect). When the illustration is completed, cut the picture to make a puzzle. Exchange puzzles to put together. (1)
- Plan a trip out West. From a given list of eight supplies, with their prices, select only four bring only allowed \$10.00. Ask students what their opportunity cost was in selecting the four items. (1)
- Use a graphic organizer to list resources under their correct heading (i.e., natural, capital, human). Create a web of Factors of Production: natural resources, capital resources, human resources. (2)
- Create a comic strip that traces a product from Kansas or the region from its beginnings to the consumer, wheat, aircraft. (2,3)
- Have students work as a group to dramatize trade of two products: fruit, wheat, lumber, coal, fish, beef.
- List natural resources found abundant in Kansas (wheat). What new business can be started based on the supply of wheat? What wheat-based product should the business produce (bread, cookies, tortillas)? Who would buy these products? Are there many other business already making these products? Could the

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company create a new and unique wheat product that could spark a high demand (cookie with school's logo)?
(1)

Resources

Construction paper

Colored pencils, crayons, markers

Price list for various entertainments (movies, eating out, ect...)

List of natural resources in KS

Sample of graphic organizers

Internet Sites:

<http://www.lessonplancentral.com/lesson/Economics/>

<http://www.khake.com/page31.html>

<http://www.lessonplanspage.com/>

<http://www.rd.com/content/openContent.do?contentId=129669>

<http://www.moneyinstructor.com/lesson/opportunitycostlp.asp>

http://www.lessonplanet.com/search/Social_Studies/Economics

Assessments

Creation of own business

Create a saving vs. spending chart

Teacher Observation

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Cost benefit project

Pro con list

Charts, graphs, and tables on economy

Teacher notes

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Date completed	Curriculum Objectives Learned and Reinforced Throughout the Year	Standard (S), Benchmark (B), Indicator (I), ELA CCS

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