

Maris Stella School
Standard-Based Yearly Plan
4th grade

Social Studies
1st Quarter

Standard 1: *Students learn about the places and the people that make the United States unique.*

Topic: *The United States: Its Land and People*

Week	Performance Objectives	Performance Indicators	SA	TA
1	Students discuss what they know about Earth's landforms.	<i>I can identify the location of the United States in the Western Hemisphere.</i>		
		<i>I can describe some of the landforms of the Western Hemisphere and of the United States.</i>		
		<i>I can apply geographic tools to interpret maps.</i>		
		<i>I can apply describe the elevation of landforms.</i>		
	Students study the photographs and think about the differences about the weather they suggest	<i>I can identify climate as a pattern of weather.</i>		
		<i>I can describe climate regions that results from physical characteristics</i>		
2	Students discuss the many ways that trees can used, such as for paper and wood products.	<i>I can identify natural resources and their uses.</i>		
		<i>I can distinguish between renewable and nonrenewable resources.</i>		
		<i>I can explain the importance of conservation of natural resources.</i>		
	Students make a list of countries that people who live in the United States came from.	<i>I can describe the culture and customs of people in the United States.</i>		
		<i>I can identify the Constitution and government of the United States.</i>		
		<i>I can discuss examples of the American economy.</i>		

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	Students encourage discussion of the kinds of jobs people have, why they need to work, and what they do with the money they earn.	<i>I can identify geographic regions of the United States.</i>		
Standard 2: <i>Students will learn more about the region's geography, climate, and natural resources in Southwest.</i>				
Topic: <i>Unit 1 - Environment of the Southwest</i>				
Week	Performance Objectives	Performance Indicators	SA	TA
2	Students share what they know or have heard about the Grand Canyon.	<i>I can describe the physical geography of the Southwest United States.</i>		
		<i>I can identify typical landforms of the region.</i>		
		<i>I can analyze information by finding the main idea and supporting details.</i>		
3	Students brainstorm what they know about the desert environment. They will make a list of their ideas on the board.	<i>I can describe climate of the Southwest region.</i>		
		<i>I can identify the adaptations needed to live in a dry climate.</i>		
		<i>I can explain the importance of oil to the Southwest economy.</i>		
		<i>I can analyze information by summarizing.</i>		
	Students discuss different ways of locating places, such as using addresses, following direction, and using maps..	<i>I can apply geographic tools to interpret maps.</i>		
		<i>I can analyze maps to locate places by grid system.</i>		
	Students will learn and discuss what they know about water and oil – two natural resources of the Southwest.	<i>I can identify the sources of water on the Southwest.</i>		
		<i>I can describe the concept of supply and demand.</i>		
		<i>I can explain the importance of oil and the petrochemical industry to the nation's economy.</i>		
Standard 3: <i>Students will learn about the newcomers to the Southwest region brought with them their culture and customs, and Southwest is a growing region with a rich heritage.</i>				

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Topic: History and Economy of the Southwest

Week	Performance Objectives	Performance Indicators	SA	TA
4	Ask students to share what they know about traditional Native American life.	<i>I can explain how the Hopi people adapted to the Southwest climate.</i>		
		<i>I can summarize problems that arose when the United States claimed Native American land.</i>		
		<i>I can describe Hopi life today.</i>		
	Students will know the features of the Gobi Desert with students	<i>I can explain the climate and geography of Mongolia.</i>		
		<i>I can describe the ways Mongolians have adapted to their environment.</i>		
		<i>I can identify customs, celebrations, and traditions of Mongolian culture.</i>		
	<u>Lesson 3: Arrival of the Spanish</u>	<i>I can describe Francisco Coronado's expedition into the Southwest.</i>		
		<i>I can explain how Spanish settlers brought Christianity and cattle ranching to the region.</i>		
		<i>I can analyze the conflicts in the Southwest that led to Texas's statehood.</i>		
5	Lead students to understand that the American West was a vast, unfenced land in the early nineteenth century.	<i>I can describe the role of the cowboy in the Southwest after the region became part of the United States.</i>		
		<i>I can explain the importance and the hardships of the cattle drives.</i>		
		<i>I can analyze ranch life in the modern Southwest.</i>		
5	Explain to students that successful industries can benefit a region's economy.	<i>I can describe the role industry in the growth of the Southwest.</i>		
		<i>I can analyze how technology and trade are important to the region's economy.</i>		
		<i>I can examine the need for water conservation in the modern Southwest.</i>		

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	Ask students how water should be conserved.	<i>I can identify different points of view about the use of water resources in the Southwest.</i>		
		<i>I can evaluate different points of view.</i>		
Standard 4: <i>Students will learn that the Southeast region has mountain ranges, rolling hills, powerful rivers, and marshy wetlands. The region is known for its fertile soil that allows many crops to grow. There are also valuable natural resources throughout the region.</i>				
Topic: <i>Environment of the Southeast</i>				
Week	<u>Performance Objectives</u>	<u>Performance Indicators</u>	SA	TA
6	Ask students to use the map to trace the route of the Mississippi River from its origin in Lake Itasca, Minnesota, to its mouth at the Gulf of Mexico.	<i>I can identify the source, tributaries, river basin, and mouth of the Mississippi River.</i>		
	Describe how the tributaries such as the Ohio and Missouri rivers drain into the Mississippi River.	<i>I can describe people's efforts to make the Mississippi River safe for travel.</i>		
	Identify characteristics of wetlands, swamps, and deltas.	<i>I can identify characteristics of wetlands, swamps, and deltas.</i>		
	Invite students to discuss how the scales for maps A and B are similar and different.	<i>I can define the purpose of map scales.</i>		
		<i>I can compare the small-scale and large scale maps.</i>		
	Explain to students that although some crops can grow successfully in cooler climates, many crops grow best in an environment such as the Southeast region.	<i>I can describe the agricultural benefits of a long growing season.</i>		
		<i>I can identify cash crops in the Southeast region.</i>		
7	Emphasize that coal develops over every long periods of time and involves complex interactions between plants in swamps, layers of sediments, peat, rocks, and other conditions.	<i>I can explain why the Southeast attracts many passage.</i>		
		<i>I can explain the importance of coal to the economy of the Southeast.</i>		
		<i>I can identify coal as mineral that can be used to produce heat, light, and electricity.</i>		
		<i>I can describe how dangerous mining conditions led to the formation of labor unions.</i>		
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Social Studies 2nd Quarter

Standard 1: *Native Americans farmed and hunted, and English settlers established communities along the Atlantic coast in the Southeast region. The Southeast would be the home to many conflicts over issues such as slavery and civil rights. The region is still growing and changing today.*

Topic: *History and Economy of the Southeast*

Week	Performance Objectives	Performance Indicators	SA	TA
1	Tell students to list places where the Cherokee lived. Ask students why they think the Cherokee moved from one area to another.	<i>I can describe how Cherokee passed on their culture.</i>		
		<i>I can discuss why Sequoyah created the Cherokee alphabet.</i>		
		<i>I can identify hardships faced by the Cherokee on the Trail of Tears.</i>		
	Have students discuss the colonists' daily activities to secure food, clothing, and shelter. Discuss how residents of the colony performed jobs in the community.	<i>I can identify reasons the colonists sought independence from England.</i>		
		<i>I can explain the creation of the Declaration of Independence.</i>		
		<i>I can analyze information by sequencing.</i>		
2	Discuss what life was like apartheid.	<i>I can describe the accomplishment of significant leaders of South Africa.</i>		
		<i>I can analyze twentieth-century issues in South Africa.</i>		
		<i>I can identify the main idea and supporting details in a passage.</i>		
	Point out that decision making can help us students to better understand history.	<i>I can develop decision-making skills.</i>		
		<i>I can use decision making to help understand history.</i>		
		<i>I can describe life on a plantation.</i>		

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	Have students recall that a Southern plantation was a community of extremes.	<i>I can describe the Underground Railroad and Harriet Tubman's efforts to free slaves.</i>		
		<i>I can identify the causes of the Civil War.</i>		
3	Remind students that the Constitution guarantees all citizens of the United States certain rights and privileges.	<i>I can analyze the effects of segregation.</i>		
		<i>I can describe the civil rights movement.</i>		
		<i>I can identify new leaders of the Southeast region.</i>		
	Have students work together to identify a problem or need in your school or community.	<i>I can use problem-solving skills to identify and solve problem</i>		
		<i>I can evaluate the importance of individual participation in civic concerns.</i>		

Standard 2: Students will learn that the Northeast is the United States' smallest region, but its landforms and features are the most recognized across the United States.

Topic: Environment of the Northeast

Week	Performance Objectives	Performance Indicators	SA	TA
4	Identify the sub-regions of the Northeast and the features of the Atlantic Coastal Plain.	<i>I can identify the sub-regions of the Northeast and the features of the Atlantic Coastal Plain.</i>		
	Describe the formation and features of the Appalachian Mountains.	<i>I can describe the formation and features of the Appalachian Mountains.</i>		
	Summarize the kinds of forests in the Northeast and their importance.	<i>I can summarize the kinds of forests in the Northeast and their importance.</i>		
5	Explain the causes of the changing of the seasons in the Northeast.	<i>I can explain the causes of the changing of the seasons in the Northeast.</i>		
	Identify soil, trees, water, and rocks as the major natural resources of the Northeast.	<i>I can identify soil, trees, water, and rocks as the major natural resources of the Northeast.</i>		
	Analyze information by summarizing.	<i>I can analyze information by summarizing.</i>		
5	Describe how the St. Lawrence Seaway has made transportation easier in the Northeast.	<i>I can describe how the St. Lawrence Seaway has made transportation easier in the Northeast.</i>		
	Summarize how the growth off cities and suburbs has changed the Northeast.	<i>I can summarize how the growth off cities and suburbs has changed the Northeast.</i>		

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Social Studies

3rd Quarter

Standard 1: Students will be able to know about the Middle West that is known for farming, yet bustling cities such as St. Louis, Missouri, are part of the region, too.

Topic: Environment of the Middle West

Week	Performance Objectives	Performance Indicators	SA	TA
1	Describe the geography of the Middle West.	<i>I can describe the geography of the Middle West.</i>		
	Identify major agricultural uses of the Interior Plains.	<i>I can identify major agricultural uses of the Interior Plains.</i>		
	Explain the purposes of a circle graph and a line graph.	<i>I can explain the purposes of a circle graph and a line graph.</i>		
2	Identify each kind of graph and its graph.	<i>I can identify each kind of graph and its graph.</i>		
	Compare data using line and circle graphs.	<i>I can compare data using line and circle graphs.</i>		
	Describe the climate of the Middle West.	<i>I can describe the climate of the Middle West.</i>		
	Explain how the climate affects the activities of people living in the Middle West.	<i>I can explain how the climate affects the activities of people living in the Middle West.</i>		
	Describe how iron ore is mined in the Middle West.	<i>I can describe how iron ore is mined in the Middle West.</i>		
	Examine the importance and effects of mining iron ore.	<i>I can examine the importance and effects of mining iron ore.</i>		

Standard 2: Students will be able to learn about the history and economy of the Middle West.

Topic: History and Economy of the Middle West

Week	Performance Objectives	Performance Indicators	SA	TA
3	Identify the reasons why European Americans settled in the Middle East.	<i>I can identify the reasons why European Americans settled in the Middle East.</i>		
	Describe how pioneers traveled west and lived on their frontier.	<i>I can describe how pioneers traveled west and lived on their frontier.</i>		
	Explain why settlers needed to be self-sufficient.	<i>I can explain why settlers needed to be self-sufficient.</i>		
4	Describe the Lakota way of life.	<i>I can describe the Lakota way of life.</i>		
	Analyze the effects of frontier settlement on the Lakota.	<i>I can analyze the effects of frontier settlement on the Lakota.</i>		

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4	Analyze the effects of automobile production on Middle West population and economy.	<i>I can analyze the effects of automobile production on Middle West population and economy.</i>		
5	Describe social and technological changes brought about by industrialization.	<i>I can describe social and technological changes brought about by industrialization.</i>		
	Explain mass production and the changes it brought.	<i>I can explain mass production and the changes it brought.</i>		
	Identify technology that has advanced farming industry.	<i>I can identify technology that has advanced farming industry.</i>		
	Explain the impact of the steel and agribusiness industries on the Middle West.	<i>I can explain the impact of the steel and agribusiness industries on the Middle West.</i>		
6	Identify major economic activities of the Western Hemisphere.	<i>I can identify major economic activities of the Western Hemisphere.</i>		
	Explain the relationship between farming, business, and industry in a country's economy.	<i>I can explain the relationship between farming, business, and industry in a country's economy.</i>		

Standard 3: The students will be able to learn the environment of the Mountain States. The Mountain states region of five states. This region is known for the Rocky Mountains, plentiful rivers and forests, and wealth of mineral resources.

Topic: Environment of the Mountain States.

Week	Performance Objectives	Performance Indicators	SA	TA
6	Describe the mountains in the Mountain States region.	<i>I can describe the mountains in the Mountain States region.</i>		
	Analyze plant and animal life in Mountain States region.	<i>I can analyze plant and animal life in Mountain States region.</i>		
7	Describe ancient Pueblo life in Mesa Verde.	<i>I can describe ancient Pueblo life in Mesa Verde.</i>		
	Explain how elevation affects the climate of the Mountain States region.	<i>I can explain how elevation affects the climate of the Mountain States region.</i>		
	Describe the plant life and the Great Salt Lake of the Mountain States region.	<i>I can describe the plant life and the Great Salt Lake of the Mountain States region.</i>		
	Identify the valuable mineral resources found in the Mountain States region.	<i>I can identify the valuable mineral resources found in the Mountain States region.</i>		
	Analyze how copper from mines in the Mountain States is processed.	<i>I can analyze how copper from mines in the Mountain States is processed.</i>		

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Social Studies

4th Quarter

Standard 1: Students will be able to learn about the History and Economy of the Mountain States. In the middle 1800s, thousands of settlers in search of gold moved to the Mountain States region. Today, this region has open land and many ideas.

Topic: History and Economy of the Mountain States

Week	Performance Objectives	Performance Indicators	SA	TA
1	Identify the major Native American groups of the Mountain States.	<i>I can identify the major Native American groups of the Mountain States.</i>		
	Describe how the Fort Bridger Treaty changed life for the Shoshone people.	<i>I can describe how the Fort Bridger Treaty changed life for the Shoshone people.</i>		
	Summarize the way life of the Shoshone today.	<i>I can summarize the way life of the Shoshone today.</i>		
	Identify the purpose of Lewis and Clark's expedition.	<i>I can identify the purpose of Lewis and Clark's expedition.</i>		
	Explain how the discovery of gold brought many people to the Mountain States region.	<i>I can explain how the discovery of gold brought many people to the Mountain States region.</i>		
	Summarize how the transcontinental railroad changed the Mountain States region.	<i>I can summarize how the transcontinental railroad changed the Mountain States region.</i>		
2	Explain how Susan B. Anthony, Elizabeth Cady Stanton, and others worked for women's suffrage.	<i>I can explain how Susan B. Anthony, Elizabeth Cady Stanton, and others worked for women's suffrage.</i>		
	Identify why Wyoming was the first state to give women the right to vote.	<i>I can identify why Wyoming was the first state to give women the right to vote.</i>		
	Describe the Nineteenth Amendment and the continuing fight for equality for women.	<i>I can describe the Nineteenth Amendment and the continuing fight for equality for women.</i>		
	Identify the largest cities of the Mountain States.	<i>I can identify the largest cities of the Mountain States.</i>		
	Define public lands of the Mountain States.	<i>I can define public lands of the Mountain States.</i>		
3	Describe recreational activities of the Mountain States.	<i>I can describe recreational activities of the Mountain States.</i>		
	Describe the landforms of Switzerland.	<i>I can describe the landforms of Switzerland.</i>		
	Explain how Switzerland's landforms have affected the country's economy.	<i>I can how Switzerland's landforms have affected the country's economy.</i>		

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Standard 2: Students will be able to learn the Environment of the West. Six states make up the West region. The west is known for long coastlines, lush forest, hot deserts, and coastal mountains.

Topic: Environment of the West

Week	Performance Objectives	Performance Indicators	SA	TA
3	Describe the natural features of the West.	<i>I can describe the natural features of the West.</i>		
	Explain how volcanoes and earthquakes change the world.	<i>I can explain how volcanoes and earthquakes change the world.</i>		
	Interpret road map by analyzing a map key, road numbers, and labeled landmarks.	<i>I can interpret road map by analyzing a map key, road numbers, and labeled landmarks.</i>		
4	Organize information by making a map of the local area.	<i>I can organize information by making a map of the local area.</i>		
	Describe contrasting climates of the West.	<i>I can describe contrasting climates of the West.</i>		
	Explain the effect of the mountains on rain distribution.	<i>I can explain the effect of the mountains on rain distribution.</i>		
	Identify opinions that express point of view.	<i>I can identify opinions that express point of view.</i>		
	Analyze passages to understand point of view.	<i>I can analyze passages to understand point of view.</i>		
	Identify the resources of the West.	<i>I can identify the resources of the West.</i>		
	Summarizes the agricultural practices and the products of the Central Valley.	<i>I can summarizes the agricultural practices and the products of the Central Valley.</i>		
	Explore logging methods and their effect on the environment.	<i>I can explore logging methods and their effect on the environment.</i>		

Standard 2: Students will be able to learn about the History and Economy of the West. Settlers on the West came from many places. Settlers in Hawaii came from islands off the coast of Asia. Europeans, Chinese, and Mexicans all moved to the region and shaped its history and culture.

Topic: History and Economy of the West

Week	Performance Objectives	Performance Indicators	SA	TA
	Analyze the cultural roots and history of Hawaiians.	<i>I can analyze the cultural roots and history of Hawaiians.</i>		
	Describe Hawaii's cultural and economic changes over time.	<i>I can describe Hawaii's cultural and economic changes over time.</i>		

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5	Analyze the impact of the Gold Rush on the growth and culture of the West.	<i>I can analyze the impact of the Gold Rush on the growth and culture of the West.</i>		
	Describe the changes gold mining brought to the West.	<i>I can describe the changes gold mining brought to the West.</i>		
	Distinguish between primary and secondary sources.	<i>I can distinguish between primary and secondary sources.</i>		
	Identify language that establishes a primary source.	<i>I can identify language that establishes a primary source.</i>		
6	Identify immigrant groups and their contributions to the West.	<i>I can identify immigrant groups and their contributions to the West.</i>		
	Describe the cultural and work experiences of immigrants to the west.	<i>I can describe the cultural and work experiences of immigrants to the west.</i>		
	Describe how frame of reference shapes point of view.	<i>I can describe how frame of reference shapes point of view.</i>		
	Explain the role of frame of reference in passages expressing specific points of view.	<i>I can explain the role of frame of reference in passages expressing specific points of view.</i>		
	Analyze changes in the population and industries of the West.	<i>I can analyze changes in the population and industries of the West.</i>		
7	Identify ways the computer movie industries have changed society.	<i>I can identify ways the computer movie industries have changed society.</i>		
	Examine problems and possible solutions caused by change in the West.	<i>I can examine problems and possible solutions caused by change in the West.</i>		
	Describe the geography of Japan.	<i>I can describe the geography of Japan.</i>		
	Explain how technology has affected Japan's economy.	<i>I can explain how technology has affected Japan's economy.</i>		
	Describe problem-solving skills.	<i>I can describe problem-solving skills.</i>		
	Identify the need to protect natural resources.	<i>I can identify the need to protect natural resources.</i>		
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Standard 3: Students will be able to learn that before European settlers arrived, the Northeast was home to dozens of Native American groups. Later colonies formed, immigrants arrived, and new industries expanded. Today, the Northeast is still changing.

Topic: History and Economy of the Northeast

Week	Performance Objectives	Performance Indicators	SA	TA
6	Explain how Deganawida and Haiwatha joined forces to form the Iroquois Confederacy.	<i>I can explain how Deganawida and Haiwatha joined forces to form the Iroquois Confederacy.</i>		
	Describe the family, clan, village, and governmental organization of the Iroquois.	<i>I can describe the family, clan, village, and governmental organization of the Iroquois.</i>		
	Summarize the way of life of Iroquois people today.	<i>I can summarize the way of life of Iroquois people today.</i>		
	Identify reasons for the Patriot's protest in Boston.	<i>I can identify reasons for the Patriot's protest in Boston.</i>		
	Describe colonist's preparation to fight the British.	<i>I can describe colonist's preparation to fight the British.</i>		
	Summarize the American Revolution.	<i>I can summarize the American Revolution.</i>		
7	Describe the Industrial Revolution and how it evolved.	<i>I can describe the Industrial Revolution and how it evolved.</i>		
	Analyze changes in transportation and communication brought about by the Industrial Revolution.	<i>I can analyze changes in transportation and communication brought about by the Industrial Revolution.</i>		
	Identify causes and effects of immigration into the United States.	<i>Identify causes and effects of immigration into the United States.</i>		
	Describe the city of Mumbai.	<i>I can describe the city of Mumbai.</i>		
8	Explain the location and history of Mumbai.	<i>I can explain the location and history of Mumbai.</i>		
	Identify the Northeast as an important gateway for immigration.	<i>I can identify the Northeast as an important gateway for immigration.</i>		
	Describe the Northeast megalopolis and its methods of transportation.	<i>I can describe the Northeast megalopolis and its methods of transportation.</i>		
	Explain why terrorism is a current challenge for Americans.	<i>I can explain why terrorism is a current challenge for Americans.</i>		
End of 2 nd Quarter				

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