Curriculum Map - 4th Grade - Social Studies

First Quarter

1. Enduring Understanding:	Essential Question 1:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.4.4 Determine *absolute locations (latitude* and *longitude)* of places studied using a grid map	*I will use a grid map to determine latitude and longitude of places.	*Apply Skills Textbook pg. 419 *Teacher made using Outline Maps pg. 3		*Textbook: pgs. AR2-AR3, H15, H21, 408, & 409 *Leveled Readers	*absolute location *latitude *longitude *degree
	G.1.4.14 Interpret a map using *cardinal* and *intermediate directions, map scales, legend,* and titles to locate places on contemporary maps	*I will use cardinal and intermediate directions to interpret a map and locate places on a contemporary map. *I will use map scales, legends and titles to interpret a map and locate places on a contemporary	*Teacher made using maps on pgs. H16-H19		*Textbook pgs. H16-H19	*cardinal directions *intermediate directions *map scale *map legend *map title
	G.1.4.6 Explain the difference between a continent and a country	*I will explain the difference between a continent and a country.	*Outline Maps pgs. 2 & 4		*Textbook pgs. R4-R7 *www.nationalgeographic.gov	*continent *country
	G.1.4.5 Locate several countries in each of the four *hemispheres*	*I will locate several countries in each of the 4 hemispheres.	*Workbook pg. 94		*Textbook pgs. H12-H14 *Student Atlas pg. 30 *www.edhelper.com *www.abcteach.com	*hemisphere *globe *equator *prime meridian
	G.1.5.12 Explain the purpose of *historical* and *political maps*	*I will explain the purpose of historical and political maps.	*Students explain purpose of a historical map and the purpose of a political map		*Historical - Textbook: pgs. 40, 133, 191, 195, 265, 281, 326, 333, 401, 403 *Political: pgs. H16, 11, 24, 25, R12, R10, R8, R4-5	*historical map *political map
	G.1.4.13 Utilize the map *key/legend* to interpret *historical* and *political* maps	*I will utilize the map key to interpret historical and political maps.	*Teacher made - Historical map using maps on pgs. 133 and 195 *Teacher made - Political map using maps on pg. 11, R12, and R13		*Historical - Textbook: pgs. 40, 133, 195, 265, 281, 326, 333, 401, 403 *Political: pgs. H16, 11, R4-5, R8, R10, R12-R13,	*map *key/legend *interpret
	G.1.4.15 Identify and label *political map* features: *boundaries, capitols, cities*	*I will identify and label political map features including boundaries, capitols and cities.	*Textbook pgs. R12-R13 for identifying boundaries, capitols, and cities *Outline Maps pg. 20 for labeling boundaries, capitols, and cities		*Textbook: pgs. H16, R12-13	*political map *boundary *capitol

(continued) **1. Enduring Understanding:**	G.1.4.16 Create a *political map* that includes the following: *title, compass rose, legend/key*	*I will create a political map that includes titles, a compass rose and legend/key.	*Students create political map of Arkansas including title, compass rose, and legend/key		*Textbook pg. H16 *Outline Map pg. 25	*political map *map title *compass rose *map *legend/key
	G.1.4.11 Explore weather changes in various *regions*	*I will explore weather changes in various regions.	*Teacher made		*Textbook: pgs. 7, 18-23 *AR ACTAAP Test Practice pg. 3 *Workbook pg.4 *Quick Study Guide pgs. 4-5 *Southeast pgs. 172-177 *Every Student Learns pg. 70 *Workbook pg. 41 *Quick Study pgs. 36-37 *AR ACTAAP Test Practice pg. 35 *Midwest pg. 229 *Southwest pgs. 308-311 *Workbook pg. 72 *Quick Study pgs. 64-65, *West pgs. 378-383 * Workbook pg. 88 *www.weather.com	*hurricane *tornado *temperature *weather *climate *precipitation *humidity *equator *elevation *tropical climate *polar climate *subarctic climate *temperate climate *arid *savanna *tundra *frigid *rain shadow
	G.1.4.10 Locate major rivers in the world: Nile, Amazon, Mississippi, Yangtze, Ganges, Volga, Rhine	*I will locate major rivers in the world including the Nile, Amazon, Mississippi, Yangtze, Ganges, Volga and Rhine	*Outline maps pg. 2		*Textbook pgs. R6-R7 *Student Atlas pgs. 6-7	*physical map
	G.1.4.8 Locate major mountain ranges in the world: Andes, Alps, Himalayas, Rocky	*I will locate major mountain ranges in the world including the Andes, Alps, Himalayas and Rocky Mountains.	*Outline maps pg. 2		*Textbook pgs. R6-R7	*mountain range *physical map
	G.1.4.7 Locate major mountain ranges in the United States: Appalachian, Rocky	*I will locate the Appalachian and Rocky Mountains in the United States.	*Outline maps pg. 20		*Textbook: pgs. R16, R14-R15, 369, 106 *United streaming video "US Geography: From Sea to Shining Sea"	*mountain range *physical map
	G.1.4.9 Locate major rivers in the United States: Mississippi, Ohio, Arkansas, Hudson, Missouri, Colorado	*I will locate major rivers in the United States including the Mississippi, Ohio, Arkansas, Hudson, Missouri and Colorado	*Outline maps pg. 20		*Textbook pgs. R14-15	*physical map

2. Enduring Understanding:	Essential Question 2:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.4.21 Identify the following individuals and their roles in the Louisiana Purchase: Thomas Jefferson, Napoleon, Lewis and Clark, Sacagawea	*I will identify Thomas Jefferson's role in the Louisiana Purchase. *I will identify Napoleon's role in the Louisiana Purchase. *I will identify Lewis and Clark and Sacagawea's roles in the Louisiana Purchase	*Name and explain the role of each individual involved in the Louisiana Purchase		*Textbook pgs. 41-42 *Read Alouds and Primary Sources pgs. 62-63	*purchase *expansion *Lewis and Clark
	H.6.4.20 Compare the area of the United States before and after the Louisiana Purchase	*I will compare and contrast the area of the United States before and after the Louisiana Purchase.	*Draw a map of the U.S. and outline the Louisiana Purchase		*Textbook pgs. 41-42 *Read Alouds and Primary Sources pgs. 62-63	*purchase *expansion *Lewis and Clark
	H.6.4.13 Understand the transition of the thirteen colonies into thirteen separate states	*I will understand how the 13 colonies transitioned into states.	*Summarize the process of a colony becoming a state		*Unit 3 Leveled Readers *Read Alouds and Primary Sources: pgs. 28-30, 41-42 *Textbook pgs. 195-196 *United Streaming video: American Geography Close-up: New England States, Vol. 1	*colony *state *ratify *constitution transition
	H.6.4.22 Discuss similarities and differences among the American Indians and Pilgrims: housing, clothing, foods, traditions, tools	*I will discuss similarities and differences among the American Indians and Pilgrims.	*Venn diagram of pilgrims and Indians including housing, clothing, foods, traditions, and tools		*Textbook pg. TR49	*tradition

Curriculum Map - 4th Grade - Social Studies

Second Quarter

	Essential Question 3:					
3. Enduring Understanding:	**Skills** *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.4.7 Identify major historical events that occurred during the 20th century (e.g., World War I, Great Depression, World War II, Space Exploration, Civil Rights)	*I will identify World War I as a major historical event during the 20th century. *I will Identify the Great Depression as a major historical event during the 20th century. *I will identify World War II as a major historical event during the 20th century. *I will Identify space exploration as a major historical event during the 20th century. *I will Identify Civil Rights as a major historical event	*Create a timeline of the major events in the 20th century		*Textbook: pgs. 206-207, 318-320 *My AR Workbook pgs. 9-10 *Read Alouds and Primary Sources pg. 46-51	*civil rights *segregation *depression *stock market
	H.6.4.8 Discuss how differences between people lead to conflict (e.g., social, political, economic)	*I will discuss how differences between people lead to conflict.	*Teacher made assessment		*Textbook: pgs. 202-205, 132 *www.Ellisisland.com	*social *political *economic *conflict
	H.6.4.4 Name the major causes of the American Revolutionary War: taxation, distance, lack of communication	*I will name the major cause of the revolutionary war including taxation, distance and lack of communication.	*Name the major causes of the American Revolutionary War and give two supporting details for each		*Textbook AR13 *Textbook pg.131	*taxation *communication *distance *revolution *war *conflict
	H.6.4.5 Identify George Washington as the lead general in the Revolutionary War	*I will identify George Washington as the lead general in the Revolutionary War	*Assess with SLE H.6.4.4		*Textbook R55, pg. 190 *United Streaming video: American Heroes George Washington	*General *Founding Father
	H.6.4.19 Discuss the causes and effects of Westward Expansion (e.g., economic opportunity, resources, forced removal, unclaimed lands, religion)	*I will discuss the causes and effects of Westward Expansion.	*Workbook pg. 17		*Textbook: pgs. 191, 80-85 *Read Aloud and Primary Sources: pg. 97	*economic opportunity *forced removal *resources *religion
(continued) **3. Enduring Understanding:**	H.6.4.16 Describe how new forms of transportation and communication impacted the Westward Expansion of the United States (e.g., pony express, railroads, telegraphs)	*I will describe how the Pony Express and telegraphs impacted Westward Expansion in the US. *I will describe how railroads impacted Westward Expansion in the US.	*Illustrate and label the modes of transportation of the Westward Expansion *Primary Sources pg. 66, Question 1		*Unit 4 Leveled Readers *Textbook pgs. 80-85 *Quick Study pg. 18 *Read Alouds and Primary Sources pgs. 64-66	*wagons *Pony Express *telegraphs *railroads *globalization *Westward expansion
	H.6.4.11 Discuss advances in technology (e.g., communications, space travel, medical)	*I will discuss how technology has advanced.	*Workbook pg. 73		*Textbook: pgs.316-317, 85 *Workbook pg. 73	*computers *cell phones *fax machine *telescope

4. Enduring Understanding:	Essential Question 4:					
	Skills *(Student Learning Expectations)*	Objective(s)	Assessment	Learning Plan		
				Instructional Strategies	Materials/Resources	Essential Vocabulary
	C.5.4.1 Identify and explain the role of the Founding Fathers in writing the founding documents: Benjamin Franklin, John Hancock, Thomas Jefferson, James Madison, George Washington	*I will identify and explain Benjamin Franklin's role as a founding father. *I will identify and explain John Hancock's role as a founding father. *I will identify and explain James Madison's role as a founding father. *I will identify and explain George Washington's role	*Teacher made writing prompt: Identify the founding fathers and their role in writing the founding documents. (Benjamin Franklin, John Hancock, Thomas Jefferson, James Madison, George Washington)		*T.E. pgs. AR18-19	*Founding Fathers *founding documents *Benjamin Franklin *John Hancock *Thomas Jefferson *James Madison *George Washington
	C.5.4.2 Identify and explain the purpose of the founding documents: Declaration of Independence, Articles of Confederation, United States Constitution	*I will identify and explain the purpose of the Declaration of Independence. *I will identify and explain the purpose of the Articles of Confederation. *I will identify and explain the purpose of the United States Constitution	*Teacher made writing prompt: Identify and explain the purpose of the founding documents. (Declaration of Independence, Articles of Confederation, and Constitution of the United States)		*T.E. pgs. 56-59 *T.E. pgs. AR18-19	*founding documents *Declaration of Independence *Articles of Confederation *United States Constitution

(continued) **4. Enduring Understanding:**	C.5.4.4 Examine characteristics needed for active citizenship	*I will examine the characteristics needed for active citizenship.	*Workbook pg. 12		*T.E. pgs. 56-59 *T.E. pgs. H2-3 *T.E. pgs. 60-61 (honesty) *T.E. 148-149 (responsibility) *T.E. 200-201 (courage) *T.E. pg. 207 *T.E. 260-261 (respect) *T.E. pgs. 318-319 (caring) *T.E. pgs. 416-417 (fairness)	*honesty *responsibility *courage *respect *caring *fairness
	C.5.4.3 Examine the meaning of the Pledge of Allegiance	*I will examine the meaning of the Pledge of Allegiance.	*Quiz over United Streaming video		*United Streaming video: Celebrating America: Symbols and Ceremonies of the United States (The Pledge of Allegiance)	*allegiance
	C.5.4.6 Demonstrate the proper flag etiquette for the American flag	*I will demonstrate proper flag etiquette for the American flag.	*demonstrate flag etiquette		*United Streaming video: The U.S. Flag: Proper Rules and Display	*etiquette
5. Enduring Understanding:	**Essential Question 5:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.3.4.2 Discuss the reasons for human settlement patterns (e.g., jobs, *climate,* family)	*I will discuss the reasons for human settlement patterns.	*formative assessment *workbook pages		*T.E.: pgs. 66-71, 410-415 *Workbook: pgs. 15, 95 *Transparency: 6,14, 64 *Every Student Learns Guide: pgs. 26-29, 170-173 *Quick Study: pgs. 14-15 , 86-87	*computer software *international trade *technology *rural *urban settlement
	G.2.4.4 Compare and contrast he human characteristics of early settlements and contemporary communities in the five regions of the United States	*I will compare and contrast the human characteristics of early settlements and contemporary communities in the five regions of the United States.				*human characteristics *early settlements *contemporary communities *five regions
	G.2.4.1 Research elements of *culture* in a community, state, or nation (e.g., food, clothing, housing, language, sports/recreation, customs, traditions, art, music, religion)	*I will research elements of culture in a community. *I will research elements of culture in a state. *I will research elements of culture in a nation.	*Teacher made		*Textbook pgs. AR14-15 *My AR Workbook pgs. 17, 19. *T.E. pg. AR35 *T.E. pgs. 116-121 *Workbook pg. 26 *Transparency 11 *Every Student Learns Guide pgs. 46-49	*culture *customs *traditions

(continued) **5. Enduring Understanding:**	G.3.4.4 Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation, industry, transportation, communication, acid rain, global warming, ozone depletion)	*I will explain how people are influenced by the environment. *I will explain how people adapt to their environment. *I will explain how people alter the environment.	*Workbook pg. 26		*T.E.: pgs. 26-31, 116-119, 142-146 *Workbook: pgs. 6, 26 *Transparency: 1, 11 *Every Student Learns Guide: pgs. 10-13, 46-49 *Quick Study: pgs. 6-7, 24-25 *Check the chapter planning guides throughout the book	*influence *adapt *alter
	G.2.4.2 Describe the *cultural* characteristics of diverse populations in the United States	*I will describe the cultural characteristics of diverse populations in the United States.	*Combine with G.2.4.4 assessment		* T.E.: pgs. 126-129 *Workbook pg. 29 *Transparency 10 *Every Student Learns Guide pgs. 50-53 *Quick Study pgs. 26-27	*cooperation *wigwam *sachem *reservation *powwow *confederacy *diverse
	G.2.4.3 Discuss the advantages and disadvantages of life in a *suburban* area	*I will discuss the advantage an disadvantages of life in a suburban area.			*T.E. pg. AR 7	*advantage *disadvantage
	G.3.4.3 Explain how communities share ideas and information with each other	*I will explain how communities share ideas and information with each other			*T .E. pgs. 300-304	*artifacts
	G.3.4.5 Describe the social impact of extreme natural events on human and physical environments (e.g., fires, volcanoes, earthquakes, floods, hurricanes, tornados, tsunamis)	*I will describe the social impact of natural disasters on human and physical environments.	*Workbook pg. 41 *Quick Study pg. 37		*T.E.: pgs. 172-177 *Workbook: pg. 41 *Every Student Learns: pgs. 70-73 *Quick Study Guide: pgs. 36-37	*natural event *key
	G.3.4.6 Research ways in which the school and community can improve the physical environment by practicing conservation	*I will research ways my school and community can practice conservation and how it will improve the environment.	*Observation of conservation with rubric *Students create an conservation plan		*T.E. 26-31 *Workbook pg. 6 *Transparency 1 *Every Student Learns pgs. 10-13 *Quick Study pgs. 6-7 T.E. pg. AR32	*influence *adapt *alter

Curriculum Map - 4th Grade - Social Studies

Third Quarter

6. Enduring Understanding:	**Essential Question 6:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.4.4.1 Compare and contrast the purpose and function of government at the local, state, and federal levels	*I will compare and contrast the purpose and function of the local government. *I will compare and contrast the purpose and function of the state government. *I will compare and contrast the purpose and function of the federal government.	*Every Student Learns pg. 20		*T.E. pgs. 46-52 *Workbook pg. 10 and 11 *Transparencies 5 and 30 *Every Student Learns Guide pgs. 18-21 *Quick Study pgs. 10-11 *Leveled Readers: Our Constitution, Our Government, and D is for Democracy	*government *republic *represent *democracy *citizen *constitution *federal *legislative branch *executive branch *judicial branch *capitol *White House *Supreme Court *Amendment *Bill of Rights
	C.4.4.2 Compare responsibilities of local, state, and federal government officials	*I will compare and contrast the responsibilities of local government officials. *I will compare and contrast the responsibilities of state government officials. *I will compare and contrast the responsibilities of	*Venn Diagram list the responsibilities of local, state, and federal government *Every Student Learns pg. 20		*T.E. pgs. 46-52 *T.E. AR pgs. AR16-17	*constitution
	C.4.4.3 Identify the three branches of government: Executive, Legislative, Judicial	*I will identify the executive branch of government. *I will identify the legislative branch of government. *I will identify the judicial branch of government	*Draw branches of government and list some responsibilities of each pg.50		*T.E. pgs. 46-52	*executive *legislative *judicial *Supreme Court
	C.4.4.4 Describe how United States citizens apply fundamental principals of *democracy* (e.g., people rule themselves, power of government limited by law, people exercise their authority directly through voting and indirectly through elected officials)	*I will describe the rights and responsibilities of a citizen of a democracy.	*Workbook pg. 33 writing prompt		*T.E. pgs. 56-59 *T.E. pg. 140 *Workbook pg. 12 *Transparency 6 *Every Students Learns pgs. 22-25 Quick Study pgs. 12-13	*democracy *amendment *Bill of Rights
(continued) **6. Enduring Understanding:**	C.4.4.5 Recognize that there are different forms of government throughout the world	*i will recognize there are different forms of government in the world.	*refer to AR20 *define vocabulary *give example of each form of government		*T.E. pgs. AR 20-21	*democracy *communism *monarchy

	C.5.4.5 Analyze components of the election process: candidacy, primary, general election	*I will analyze components of candidacy in the election process. *I will analyze components of a primary in the election process. *I will analyze components of the general election in the election process.	*Explain the election process		*T.E. pgs. AR 16-17	* legislature *tax *candidacy *candidate *campaign *primary election
BIG IDEA: Arkansas History						
7. Enduring Understanding:	**Essential Question 7:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.4.9 Evaluate data presented on a *timeline* of Arkansas history	*I will evaluate data presented on a timeline of Arkansas History.	*My AR Workbook pgs. 3-4		*Textbook pgs. 8-11 *My AR Workbook pgs. 3-4	*data *timeline
	H.6.4.14 Identify and describe the Arkansas Indian Tribes: Osage, Quapaw, Caddo	*I will identify and describe the Osage. *I will Identify and describe the Quapaw. *I will Identify and describe the Caddo	*Create an Indian village based on the characteristics described in the specific Indian culture		*Textbook pg. AR8 *My AR Workbook pg. 5	*culture *Osage *Caddo *Quapaw
	H.6.4.15 Identify the reasons for the decline of the native populations of Arkansas (e.g., influenza, small pox, competition for land)	*I will identify how influenza, small pox and land competition led to the decline of the native populations of Arkansas.	*Explain the causes of the American Indian decline in AR		*Textbook pg. 191 *My AR Workbook pg. 5	*influenza *small pox *Native American *population
	H.6.4.17 Identify areas in Arkansas that were explored by the following: Hernando De Soto, La Salle/De Tonti, Marquette, Joliet	*I will identify the areas in Arkansas that were explored by Hernando De Soto. *I will Identify the areas in Arkansas that were explored by La Salle and De Tonti. *I will Identify the areas in Arkansas that were explored by Marquette and Joliet.	*Teacher made quiz		*Textbook pgs. 40, 195, AR 8-11 *Read Alouds and Primary Sources pgs. 62-63 *United Streaming video: Exploring the World	*explorer *Hernando De Soto *La Salle *De Tonti *Marquette *Joliet
(continued) **7. Enduring Understanding:**	H.6.4.3 Examine historical settlements in Arkansas: Arkansas Post, Old Washington, Fort Smith	*I will examine the historical settlement of Arkansas Post. *I will examine the historical settlement of Old Washington. *I will examine the historical settlement of Fort Smith	*Draw a timeline highlighting important events occurring in AR settlements		*Textbook pgs. AR8-11 *Textbook TR65 *My AR Workbook pg. 5	*expansion *expedition *treaty *missionary
	H.6.4.18 Identify European nations that claimed authority over territorial Arkansas: France, Spain	*I will identify how France claimed authority over territorial Arkansas. *I will identify how Spain claimed authority over territorial Arkansas	*Teacher made quiz		*TextbooK pgs. AR9-10 *My AR Workbook pg. 3	*France *Spain *Europe *territorial

	H.6.4.6 Identify events that led to Arkansas' involvement in the Civil War: excise taxes, state's rights, slavery	*I will identify how excise taxes led to Arkansas' involvement in the civil war. *I will identify how state's rights led to Arkansas' involvement in the civil war. *I will identify how slavery led to Arkansas' involvement in the civil war.	*Textbook pg. 206 Lesson 3 *Review TR45		*Textbook AR13 pgs. 202-205 *Workbook pg. 47 *Quick Study pgs. 44-45 *My AR Workbook pg. 7 *Read Alouds and Primary Sources: pgs. 31-32, pgs.43-45	*civil war *excise tax *state's rights *slavery *union *confederacy *secede
	H.6.4.10 Examine *artifacts* relating to events in Arkansas history	*I will examine artifacts relating to events in Arkansas History.	*Name and illustrate items today that will be considered artifacts in the future		*Textbook: AR8, pg. TR62 *My AR Workbook pgs. 19-20	*artifact *custom *tradition
	H.6.4.1 Discuss the meaning of the state motto of Arkansas	*I will discuss the meaning of Arkansas' state motto.	*Teacher made *Short written paragraph of explanation		*Textbook AR18 *My AR Workbook pg. 31	*motto
	H.6.4.2 Examine the history of the State Seal of Arkansas and its components.	*I will examine the history of Arkansas' state seal and it's components.	*Teacher made *List components and explain each		*Textbook AR18 *My AR Workbook pg. 31	*seal *components
(continued) **7. Enduring Understanding:**	G.1.4.2 Locate and describe physical characteristics of the six natural *regions* of Arkansas: Arkansas River Valley, Crowley's Ridge, Mississippi Alluvial, Ozark Mountains, West Gulf Coastal, Ouachita Mountains	*I will locate and describe physical characteristics of the Arkansas River Valley. *I will locate and describe physical characteristics of Crowley's Ridge. *I will locate and describe physical characteristics of the Mississippi Alluvial. *I will locate and describe physical characteristics of the Ozark Mountains. *I will locate and describe physical characteristics of the West Gulf Coastal. *I will locate and describe physical characteristics of the Ouachita Mountains.	*AR Outline Maps pg. 1			*physical characteristics *Arkansas River Valley *Crowley's Ridge *Mississippi Alluvial *Ozark Mountains *West Gulf Coastal *Ouachita Mountains
	E.8.4.5 Identify Arkansas *entrepreneurs*	*I will identify Arkansas entrepreneurs.	*Graphic organizer pg. AR36		*T.E. pgs. AR 24-25 *My AR Workbook pgs. 23-24	*entrepreneurs

	G.3.4.1 Examine different types of transportation and communication links between communities in Arkansas	*I will examine different types of transportation between communities in Arkansas. *I will examine different types of communication links between communities in Arkansas.	*Discussion		*My AR Workbook pgs. 21-22 *T.E. pgs. AR 6-7	*transportation *communication
	H.6.4.12 Analyze changes in Arkansas from past to present	*I will analyze the changes in Arkansas from past to present.	*Textbook: pg. AR 8, pg. TR48		*My AR Workbook pgs. 21-22 *Textbook pgs. AR8-11	*explorers *treaty *expedition *missionary

Curriculum Map - 4th Grade - Social Studies

Fourth Quarter

BIG IDEA: Economics

8. Enduring Understanding:	**Essential Question 8:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	E.7.4.1 Evaluate the priority of economic wants and consequences of the *opportunity cost*	*I will evaluate the choices of economic wants and consequences of the opportunity cost.	*Every Student Learns pg. 32		*T.E. pgs. 72-79 *Quick Study pgs. 16-17 *Leveled Practice *T.E. pg. 73 *Every Student Learns pgs. 30-32	*wants *needs *barter *producer *consumer *opportunity cost *economy *supply *demand
	E.7.4.2 Analyze how *scarcity* caused early exploration (e.g., gold, spices, silk)	*I will analyze how scarcity caused early exploration.	*View video, write examples of scarcity		*United Streaming Video: Grade 3-5 Understanding Economics	*wants *needs *barter *producer *consumer *opportunity cost *economy *supply *demand
	E.7.4.3 Recognize and use the *decision making model* to make an economic decision: state the problem, list the alternatives, state the criteria, evaluate the criteria, make a decision	*I will recognize the following decision making model: state the problem, list the alternatives, state the criteria, evaluate the criteria, make a decision. *I will use the decision making model	*Textbook Activity pg. 14		*T.E.: pgs. 3, 14, 28, 49, 51, 76, 78, 111, 118, 200, 265, 339, 341, 380, and 402	*decision *criteria
	E.8.4.1 Discuss *productivity*	*I will discuss productivity.	*Teacher made test		*T.E.: pgs. 72-79, AR24 *Workbook pg. 16 *Transparencies: 5 & 31 *United Streaming video: Search productivity, view AgricultureGrades 6-8 but is easily understood	*productivity *consumer *producer *human resources
	E.8.4.2 Compare the increase in *productivity* when improved *human capital* is available	*I will compare and contrast how productivity increases when improved human capital is available.	*Review pg. 31 *Summarize United Streaming video: Agriculture		*T.E. pgs. 28-31 *United Streaming videos: - Economics: The Production, Distribution, and Consumption of Goods and Services: Producing - Capital Resources and Factors of Production	*producer *consumer *supply and demand *productivity
(continued) **8. Enduring Underestanding:**	E.8.4.3 Examine the impact of *scarcity* of *natural resources* on production decisions	*I will examine how scarcity of natural resources affects production decisions.	*Teacher made test		*T.E. pgs. AR 22-23 *My AR Workbook pg. 25 *United Streaming: Understanding Economics	*Scarcity

	E.8.4.4 Analyze how *capital resources* are used to produce *goods* and *services*	*I will analyze how capital resources are used to produce goods and services.	*T.E. pg. AR23 *Under Economics at the bottom of the page students can create a 2 column table to organize their findings		*T.E. pgs. AR 22-23 *My AR Workbook pg. 25 *United Streaming: Capital Resources and Factors of Production	*capital resources
	E.8.4.6 Describe how profit is an *incentive* for *entrepreneurship*	*I will describe how profit is an incentive for entrepreneurship.	*Writing Prompt		*T.E. pgs. AR 24-25 *Examples: pgs. 147, 389, 407 *United Streaming: Economics: The Production, Distribution, and Consumption of Goods and Services: Producing	*profit *incentive
	E.9.4.1 Discuss the characteristics of money: portability, divisibility, durability, uniformity	*I will discuss the characteristics of money including portability, divisibility, durability, uniformity.	*Teacher made test		*T.E. pgs. AR 28-29	*portability *divisibility *durability *uniformity
	E.9.4.2 Describe the reasons for saving money in a financial institution: interest, safety	*I will describe the reasons for saving money in a bank/financial institution. *I will describe interest and safety in using a bank.	*List the reasons for saving money in a financial institution		*United Streaming videos : - Saving Money K-2 & 3-5 - How Our Economy Works: All About Earning and Spending Money	*financial institution *interest
	E.9.4.3 Research the *productive resources* that go into the production of a product	*I will research the productive resources that go into the production of a product.	*Draw an oil refinery and explain how oil is created from fossilized plants and animals		*United Streaming videos: - Natural Resources, grades 6-8 - Oil Refinery	*productive resources
	E.9.4.4 Research public *goods and services* that are provided by taxes	*I will research public goods and services that are provided by taxes.	*Students will list goods and services provided by taxes from their research		*T.E. pgs. AR 16-17 *United Streaming video: Economy In and Between Communities	*legislature *tax

(continued) **8. Enduring Understanding:**	E.9.4.5 Explain why countries trade	*I will explain why countries trade.	*Teacher made test that includes E.9.4.9, E.9.4.10, E. 9.4.11			
	E.9.4.6 Explain the benefits of *specialization* and *interdependence*	*I will explain benefits of specialization and interdependence.	*T.E. pg. 85 Review, Question 2 as an Open Response		*T.E.: pgs. 81- 82, AR 24 *United Streaming video: Economics: The Production, Distribution, and Consumption of Goods and Services	*specialization *interdependence
	E.9.4.7 Discuss the effect of *supply* and *demand* in a community	*I will discuss the effect of supply and demand in a community.	*Lesson 2 Review pg. 79 *Every Student Learns pg. 32		*T.E. pgs. AR 22-23 *T.E. pgs. 72-79 *Every Student Learns pg. 32	*supply *demand
	E.9.4.8 Define *inflation*	*I will define inflation.	*Define and explain inflation *Teacher made		*T.E. pgs. AR 22-23	*inflation
	E.9.4.9 Identify imported and exported goods	*I will identify imported and exported goods.	*Students create a map of imported and exported goods throughout the world		*T.E.: pgs. AR 26-27, 143, and 414	*import *export
	E.9.4.11 Explain how foreign trade affects daily life	*I will explain how foreign trade affects daily life.	*see E.9.4.5		*Leveled Readers *T.E. pgs. AR 26-27	*foreign trade