

Social Studies

4th Grade

Sept. 2017- June 2018

SAS Pacing Guide

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Grade: 4th

Subject: Social Studies

Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
Sept.	4.1: 4.1a, 4.1b	<p><u>Unit Topic:</u> Geography of New York State</p> <p><u>Essential Question(s):</u> How do maps provide information about people, places, and physical and cultural environments? How does geography affect how and where people live in New York State?</p>	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> identify and map New York State’s major physical features examine New York State climate and vegetation maps create a map of the political features of New York State examine the location of the capital of New York State and the major cities of New York use maps of a variety of scales to identify and locate the country and states that border New York State 	<ul style="list-style-type: none"> New York State’s physical features New York climate and vegetation Political features of New York State Longitude and Latitude Location of major New York cities 	<p>Geography Bee</p> <p>Formative Assessments</p> <p>Think, Pair, Share</p>	<p>Textbook</p> <p>BrainPOP: Latitude and Longitude</p> <p>Kids Discover</p> <p>Geography Games by Sheppard Software</p>	<p>Care for God’s Creation</p> <p><u>Connection:</u> Discuss the Book of Genesis</p> <p>How can we maintain the beauty of our earth?</p>

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Oct. - Mid Nov.	4.2: 4.2a, 4.2b, 4.2c	<p><u>Unit Topic:</u></p> <p>Native American Groups and The Environment</p> <p><u>Essential Question(s):</u></p> <p>What influences did the Native Americans of New York have on our culture and government?</p> <p>How did geographic and environmental factors influence the everyday lives of Native Americans?</p>	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> ● examine the locations of early Native American groups in relation to geographic features ● investigate how Native Americans adapted to and modified their environment to meet their needs and wants ● compare and contrast the patterns of organization and governance of Native American groups ● examine contributions of Native Americans evident today. ● compare and contrast a wigwam and a longhouse 	<ul style="list-style-type: none"> ● Migration ● Iroquois and Algonquian settlements ● Adaptations to the environment ● Contributions of Native Americans 	<p>Construct an Iroquois longhouse using a variety of materials. Write a paragraph describing how you created your longhouse, the materials used, and what might happen in this setting</p> <p>Ongoing questioning to monitor understanding</p> <p>Formative Assessment</p> <p>Venn Diagram: comparing and contrasting the Iroquois and Algonquians</p>	<p>Textbook</p> <p>BrainPOP: Iroquois Confederacy</p>	<p>Call to Family, Community, and Participation</p> <p><u>Connection:</u></p> <p><u>Discuss</u> Love one another, serve one another, pray for one another, encourage one another, teach one another, submit to one another, and bear one another's burdens. What does this mean to you?</p> <p>How can we contribute to our community?</p>

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Mid Nov. - Dec.	4.3: 4.3a, 4.3b, 4.3c, 4.3d	<p><u>Unit Topic:</u></p> <p>Colonial and Revolutionary Period in New York</p> <p><u>Essential Questions:</u></p> <p>How did the French, English, and Dutch influences shape New York State?</p> <p>What aspects of Europe influenced colonization of the New World?</p>	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> trace colonial history from the Dutch colony of New Netherland to the English colony of New York investigate colonial life examine the colonial experience of African Americans locate some of the major battles fought in New York State during the French and Indian War examine the alliances of the Native Americans examine issues of political and economic rights that led to the American Revolution 	<ul style="list-style-type: none"> Daily life of colonists Recognize and locate the 13 colonies Influences to the New World Major battles fought in New York Alliances 	<p>Create a debate with the focus on the Native American perspective regarding alliances they made.</p> <p>Journal Entry: A day in the life of a colonial child</p> <p>Formative Assessment</p>	<p>Textbook</p> <p>BrainPOP: Thirteen Colonies</p> <p>Colonial reference books</p>	<p>Life and Dignity of the Human Person</p> <p><u>Connection:</u></p> <p><u>Discuss</u> How can we solve problems without fighting?</p> <p><u>Discuss</u> You shall not kill</p> <p>What position did the church have at this time?</p> <p>What does it</p>

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Jan. - Mid Feb.	4.4: 4.4a, 4.4b, 4.4c, 4.4d, 4.4e	<p><u>Unit Topic:</u></p> <p>Government</p> <p><u>Essential Questions:</u></p> <p>What is the importance of government in the United States?</p> <p>What is the function of the branches of our government?</p> <p>What is the role of local, state, and federal government?</p>	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> identify the structure and function of the three branches of government examine the principles and values of American democracy decipher the importance and reason for government in the United States 	<ul style="list-style-type: none"> Branches of government Types of government Roles of government Importance of Government 	<p>Formative Assessment</p> <p>Run a classroom debate</p>	<p>Textbook</p> <p>BrainPop: Branches of Government</p> <p>Kids Discover: Focus on Government</p>	<p>Mean to say Flag follows faith?</p> <p>Solidarity</p> <p><u>Connection:</u></p> <p><u>Discuss</u> Romans 13:1 “Let everyone be subject to the governing authorities, for there is no authority except that which God has established The authorities that exist have been established by God” What does this mean to</p>

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Mid Feb. - Mid March	4.5: 4.5a, 4.5b, 4.5c	<p><u>Unit Topic:</u></p> <p>In Search of Freedom and A Call for Change</p> <p><u>Essential Questions:</u></p> <p>How did slavery lead to the rise of sectionalism and the beginning of the Civil War?</p> <p>Why were African Americans more desirable as slaves than indentured servants or Native Americans?</p> <p>How did blacks and whites seek to assist those who wanted to escape slavery?</p> <p>What tactics and strategies did the leaders of the abolitionist movement use to promote their cause?</p>	<p>SWBAT</p> <ul style="list-style-type: none"> ● examine life as a slave in New York State ● investigate people who took action to abolish slavery ● examine the rights denied to women during the 1800s ● investigate people who took action to bring about change regarding women's rights ● explore how New York State supported the Union during the Civil War providing soldiers, equipment, and food. 	<ul style="list-style-type: none"> ● Slavery ● Abolitionists ● Civil Rights ● The Civil War ● Reform 	<p>Formative Assessment</p> <p>Scholastic-Abolition: A History Mystery Activity</p>	<p>Textbook</p> <p>BrainPop: Slavery</p> <p>Kids Discover: Civil Rights</p>	<p>Solidarity</p> <p><u>Connection:</u></p> <p>Gods loves and accepts all of us</p> <p><u>Discuss</u> the importance of standing up for something you believe in, no matter how difficult it may be</p> <p><u>Discuss</u> the importance of embracing different cultures and people.</p> <p>Why is is important to get along with others? What does St. Paul say in his letter to Timon?</p>

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Mid March- Mid May	4.6: 4.6a, 4.6b, 4.6c, 4.6d, 4.6e, 4.6f, 4.6g	<p><u>Unit Topic:</u> Westward Movement and Industrialization</p> <p><u>Essential Questions:</u></p> <p>How did changes in transportation affect industrialization and expansion?</p> <p>How did new technologies and natural, human and capital resources help industries grow?</p>	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> examine why people began to move west in New York State examine how the development the canal affected the Haudenosaunee nation identify the physical features of New York State investigate early means of transportation trace manufacturing and industrial development in New York State examine New York State’s key agricultural products during the 1800s and compare these to the key agricultural products of today examine the importance of New York City to the development of banking and finance in New York State and the United States. 	<ul style="list-style-type: none"> The Erie Canal Westward expansion Importance of transportation and new technology Beneficial economic activities associated with New York State 	<p>Formative Assessment</p> <p>Invention Convention: Identify a problem, create a plan, design a solution and bring it to life. (This is a STREAM Activity)</p>	<p>Textbook</p> <p>Kids Discover: Continuing Changes Around the World</p>	<p>The Dignity of Work and the Rights of Workers</p> <p><u>Connection:</u></p> <p><u>Discuss</u> How can we live a life of service?</p> <p>How can we further continue the growth of our country?</p> <p>What did the growth of factories do to families?</p>

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Mid May-June	4.7: 4.7a, 4.7b	<p><u>Unit Topic:</u> Immigration and Migration from the Early 1800s to the Present</p> <p><u>Essential Question:</u></p> <p>What impact did the immigration of the late 19th century have on New York State?</p> <p>What contributions did immigrants make to New York State?</p>	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> ● trace the arrival of various immigrant groups to New York State explore the experiences of immigrants being processed at Ellis Island ● investigate factory conditions experienced by immigrants ● investigate the requirements for becoming a United States citizen ● investigate the reasons African Americans moved into northern cities. 	<ul style="list-style-type: none"> ● Immigrant groups ● Reasons why immigrants left their homelands ● Immigration process at Ellis Island ● United States citizenship requirements 	<p>Formative Assessment</p> <p>Create a classroom replica of Ellis Island</p> <p>Scholastic -An Interactive Tour of Ellis Island: An Immigration Story</p>	<p>Textbook</p> <p>BrainPop: Immigration</p>	<p>Solidarity</p> <p><u>Connection:</u></p> <p><u>Discuss</u> Deuteronomy 6:10-13 – The people of Israel are made aware that the land had come to them as a gift from God and they were to remember that they were once aliens. (What does this mean to you?) How can we embrace new cultures?</p> <p>How did immigrants retain their faith?</p>