

**Fayette County Schools
Curriculum Map
Social Studies
Unit 1: Geography**

Grade Level: 4

Grading Period: 1st Six Weeks

Enduring understanding: The geographic features of the western hemisphere help determine the culture of early Americans.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Map Skills	I can use map skills to locate and identify countries of the Western Hemisphere.	4.4.01 4.4.02 4.4.05	Why do we need imaginary lines, grids, and legend tools to locate points on a map?	Legend Compass Rose Continent Country Region Hemisphere Ocean Peninsula Island Climate Weather Mountains Desert Flood Plain Rivers Population Density	Journal writing Benchmarks Formative assessment Focused feedback Conferences Journal writing Portfolio work Completed projects	Do an Internet search on geography terms and maps to compile an illustrated mini-book on "My Geographic Terms". Use Google earth for exploration of map basics and then draw by freehand a generic map of key points. Use technology tools such as PowerPoint, Keynote, Hyperstudio,

Geographic Factors	I can compare different ways areas have adapted to the geographic factors of their community.	4.4.01 4.4.02 4.4.03 4.4.04	How do geography, climate, and natural resources affect the way people live and work?	Climate Nature Resources		Word, and digital cameras to use technology to compile a map basics presentation. Use print media such as Newspapers in Education (NIE), magazines, and supplemental readings to link current events to topics studied.
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and Odyssey for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 4.6-Work with language arts for interdisciplinary reading assignment. Example reading- My town- Rebecca Treays Lexile 390L. Blast Off to Earth! A Look At Geography – Loreen Leedy 390L.

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class (e.g., Civil War Leaders, Winning the West, etc.)

Brainstorm by making a Spider Graph on the board on key terms by listing as many as the class cans generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign students to make a student-generated chart from this era.

Construct a set of student generated flashcards on academic vocabulary where a character is on one side with his/her accomplishments on the reverse.

In collaborative pairs make posters illustrating and teaching key points of this unit.

Group students according to the multiple intelligence matrix. Each group will select a vocabulary word. The group will relate the vocabulary word with the following: transportation routes, settlement patterns, population density, culture (e.g. jobs, food, clothing, shelter, religion, government) and interaction with other local, national, global communities.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

Fayette County Schools
Curriculum Map
Social Studies
Unit 2: Explorers, Settlers, and Native Americans

Grade Level: 4

Grading Period: 2nd Six Weeks

Enduring understanding: Exploration and settlement of the new world was influenced by economic, social, and religious factors, as well as, geography.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Native Americans, Explorers, Settlers, and Colonists	<p>I can organize, analyze and compare historical events to develop a timeline from Early Americans through the Colonial Period.</p> <p>I can select, analyze, interpret and use data from different sources to prepare short reports to explain historical events.</p>	4.5.01 4.5.02 4.5.03 4.5.04 4.5.06 4.5.07 4.5.08 4.5.09 4.5.10 4.5.11 4.5.12	<p>What events and geographic factors helped to shape the culture of Early Americans?</p> <p>How did the interactions between Native Americans and European Explorers/settlers shape the events of the exploration and colonization period?</p>	Migration Land Bridge Tribe Culture Timeline Artifacts Ancestor Trade Artifacts Immigrant Treaty Colony Columbus	Journals Timeline Pair projects/reports Native American Culture fair Oral presentation Collaborative groups Book report	<p>Research the Internet to find information on early Native Americans. From this information put together foldables and mini-books on Native American history.</p> <p>After researching early colonies, compare and contrast different colonial styles of and rationale of settlement in written narratives.</p> <p>Construct flags of the era on the European nations that colonized America. Color these and write a description of what the symbols mean on each flag.</p>
Differences Between Explorers and Settlers From Spain, England and France	<p>I can compare and contrast the Spanish, French, and English Explorers and settlers.</p>	4.5.01 4.5.02 4.5.03 4.5.04 4.5.06 4.5.07 4.5.08 4.5.09 4.5.10 4.5.11 4.5.12	<p>What were the basic similarities and differences among the Spanish, French, and English explorers and settlers?</p>	Christopher Columbus Ponce de Leon Juan Pizarro Cortes Henri Hudson		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and Odyssey for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 4.6-Work with language arts for interdisciplinary reading assignment. Example reading- “Discover English Explorers”- Barbara Brannon- 370L, “Spanish Explorers”- Barbara Brannon- 370L, “Tales of Explorers”- Jerome Edward- 390L.

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class (e.g., Native Americans or Explorers.)

Brainstorm by making a Spider Graph on the board on key terms by listing as many terms as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart from this era on Native Americans.

Construct a set of student generated flashcards on academic vocabulary where a character is on one side with his/her accomplishments on the reverse.

In collaborative pairs make posters illustrating and teaching key points of this unit.

Students will discuss in groups, teacher selected historical events. Students will then independently write in his/her journal, thoughts on these historical events focusing on the cause and effect of these events.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 3: Colonial Period and Revolution**

Grade Level: 4

Grading Period: 3rd Six Weeks

Enduring understanding: America is the product of the many varied contributions and traditions of early settlers. American Independence came as a result of historical events from 1607-1776.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Patriotic Symbols	I can identify and model respect for patriotic symbols, customs, significant holidays, traditions, and famous Americans.	4.1.02 4.1.03 4.1.04	How have our core beliefs been advanced in our history?	Colony Colonization Settlement Separatist	Discussion Timeline Rubrics Journal writing	Construct a booklet of patriotic symbols from research using construction paper, plain paper, and markers. Create a series of letters from a colonist to his brother or sister back home in the mother country. Share these with the class on the Word Wall.
Colonization	I can research and compare different views within the colonial society toward the same historical event.	4.1.01 4.1.02 4.1.03 4.1.04 4.1.05	How have those who came here during colonization shaped our country? How did groups in colonial society such as slaves, indentured servants, merchants, aristocrats and ordinary colonists view historical events compared to today's social stratification?	Import Export Tobacco Mayflower Mayflower Compact Pilgrim Puritan Jamestown Treaty		From Internet research, produce a mini biography on a famous colonial figure using word or presentation software. Create a chart listing all of the Acts of Congress the colonists protested against. Students can use this to generate an

Various Acts Caused Economic Hardship on Colonists	I can explain the effect of the Stamp Act and Intolerable Acts upon the English colonists. I can identify the colonial leaders who worked for independence.	4.5.01 4.5.02 4.5.03 4.5.04 4.5.05 4.5.06 4.5.07 4.5.08 4.5.09 4.5.10 4.5.11 4.5.12	What effect did the Stamp Act and Intolerable Acts have on the colonists? Where did the ideals of liberty and independence from England begin?	Stamp Act Intolerable Acts Boston Tea Party Tax Revolution Declaration of Independence Samuel Adams George Washington John Adams Patrick Henry Thomas Jefferson		illustrated foldable on the protests.
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and Odyssey for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 4.6-Work with language arts for interdisciplinary reading assignment. Example reading- LEXILE- Finding Providence- Roger Williams story- AVI- 450L, Thanksgiving on Thursday- Mary Pope Osborne- 340L.

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class (e.g., colonies, patriotism, revolution.)

Brainstorm by making a Spider Graph on the board on key terms by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart from this era.

Construct a set of student generated flashcards on academic vocabulary where a character is on one side with their accomplishments on the reverse.

In collaborative pairs, make posters illustrating key points of this unit.

Using the multiple intelligence matrix, have collaborative groups depict civic skills necessary for effective citizenship.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Social Studies
Unit 4: Citizenship and Government**

Grade Level: 4

Grading Period: 4th Six Weeks

Enduring understanding: Citizenship rights, responsibilities, and the role government plays in our society are deeply rooted in the Constitution.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Rights and Responsibilities	I can identify and explain rights of citizens provided in the U.S. Constitution.	4.1.01 4.1.02 4.1.04 4.1.05 4.2.01 4.2.02 4.3.04	What rights and responsibilities does the Constitution give to U.S. citizens?	Citizen Rights Responsibilities Rules Laws Taxes Voting	Formative assessment Observation Role playing Guest speaker	Make a chart listing all your rights and responsibilities to display in class. Construct a booklet of "Famous American Symbols" being sure to illustrate and label each.
Citizenship	I can identify, research, and explain the development of patriotic symbols, national holidays, and famous Americans.	4.1.01 4.1.02 4.1.04 4.1.05	What is the responsibility of citizens to preserve our form of government?	Privileges Bill of Rights Constitution Checks and Balances Congress Legislative Branch Judicial Branch Executive Branch	Interview Field trip Written composition Journal	Write a one page summary of the Constitution taking time to provide an illustration of each article. Work with a partner to make a graphic showing what right each of the Bill of rights protects
Constitution	I can examine the Constitution and explain the form of government it created.	4.2.01 4.2.02 4.2.03	What form of government did the Constitution establish?	Constitution Framers Amendments		

George Washington's Impact on Our Country	I can identify and discuss the most important points of Washington's Farewell Address.	4.2.03	What effect did George Washington have on the early years of our new country?	Example Precedent		
<p>Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.</p> <p>Suggestions: Use Thinkfinity and Odyssey for interactive differentiated lessons.</p> <p>Suggested Readings: Lexile=L CSO 4.6-Work with language arts for interdisciplinary reading assignment. Example readings: "The US Constitution"- Kathy Allen 250L, "Discover Writing the Constitution"- Patricia Brinkman 180L</p> <p>Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.</p> <p>Have learners in collaborative groups choose a key term studied to research and teach its origin to the class (e.g., George Washington, Constitution, etc.)</p> <p>Brainstorm by making a Spider Graph on the board on key terms by listing as many terms as the class can generate-discuss and use as a lesson launch.</p> <p>Divide into collaborative groups. Assign groups to make a student-generated chart from this era.</p> <p>Construct a set of student generated flashcards on academic vocabulary where a character is on one side with his/her accomplishments on the reverse.</p> <p>In collaborative pairs make posters illustrating and teaching key points of this unit.</p> <p>Using key vocabulary, students will write a paper on citizenship. The students may do a descriptive, narrative, or an expository writing on citizenship.</p> <p>Tiered Instruction:</p> <p>Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads</p> <p>Tier 2 -Use Readers Notebook for guided practice</p> <p>Tier 3 -Adapted reading materials, Adapted Reader's Notebook</p>						

**Fayette County Schools
Curriculum Map
Social Studies
Unit 5: Economics**

Grade Level: 4

Grading Period: 5th Six Weeks

Enduring understanding: Each country develops an economic model that is shaped by its location and access to natural resources needed to meet basic needs.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Economic Principles	I can compare and contrast difficult economic systems and concepts. Identify and explain how the colonial period helped shape America's economy.	4.3.01 4.3.02 4.3.03 4.3.04 4.3.05 4.3.06	What are the basic concepts of economics?	Economics Resources Producer Consumer Goods Services Barter Money Supply/Demand Taxes Trade Banks	Collaborative assignments Formative evaluation Journals Observation Rubrics	Use Newspapers in Education (NIE) to research topics and follow up with student written narratives or blog entries. Make a T-Chart in small collaborative groups to fill in basics of different economies. Do an Internet search to construct a study presentation on how slavery started, its evils, and how it was abolished.
Consumer Choices	I can understand how consumer choices are shaped by what they see and hear before choosing a product.	4.3.02	What advertising techniques affect consumer choice?	Advertise Commercial	Regular formative evaluations.	Research when slavery was abolished in different nations and theorize in a written narrative on why it ended in different areas at different times.
Slavery	I can construct graphs, charts and tables to display collected data.	4.3.05 4.3.06	How did slavery develop as an economic model in the colonies and continue in the southern states after	Slave Trade Abolition		

			independence?			
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and Odyssey for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 4.6 Work with language arts for interdisciplinary reading assignment. Example reading: "Harriet Tubman"-Philip Abraham 200L, "From this Land"- Kate McMullen-440L

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.

Have learners in collaborative groups choose a key term studied and do research on that term. Then teach its origin to the class (brainstorm by making a Spider Graph on the board on key terms by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into students into collaborative groups. Assign groups to make a student-generated chart from this era.

Construct a set of student generated flashcards on academic vocabulary where a character is on one side with his/her accomplishments on the reverse.

In collaborative pairs, make posters illustrating key points of this unit.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Social Studies
UNIT 6: West Virginia Studies**

Grade Level: 4

Grading Period: 6th Six Weeks

Enduring understanding: West Virginia was formed during the Civil War and our culture has been shaped by our geography and historical events.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Civic Responsibility	I can explain civic rights, privileges and responsibilities.	WV.1.01 WV.1.02 WV.1.03 WV.1.04	What are the basic rights, privileges, and responsibilities of a citizen of West Virginia? What behaviors reflect citizenship within our classroom, community, state and country?	Volunteer Privilege Rights Citizen Responsibility	Oral reports Journal writing Role playing Mock election Scrapbook Maps	Use Newspapers in education (NIE) to research our state and create a mini book on its famous features. Invite a Guest speaker to share on his/her life in West Virginia. Use Google Earth to explore our state and write an illustrated reflection.
State Symbols	I can identify state symbols, state capital, state motto, and state song.	WV.2.01 WV.2.02	What are the symbols of our state?	Capital Cardinal State Seal State Flag	Graphic organizers Reports	Use magazines such as National Geographic and West Virginia Wild Wonderful magazines to read and research in order to write a student generated story on West Virginia.
State Government	I can compare and contrast functions of government at local, state, and national levels.	WV.2.03	What are the similarities and differences between the governments at the local, state and national levels?	Legislative Branch Executive Branch Judicial Branch		

Geographic Regions	I can identify major geographic regions of West Virginia and explain how our natural resources have helped shape our state's economy.	WV.3.01 WV.3.02	What are the geographic regions of West Virginia?	Public Sector Private Sector Occupation		Do a Webquest to get information to make a presentation on the natural resources of our state. Research the tourism areas of West Virginia and create a presentation highlighting the features of each.
Natural Resources	I can identify West Virginia's natural resources.	WV.3.01 WV.3.02	What are the major natural resources of West Virginia?	Coal Oil Natural Gas Timber		
Geographic Location	I can locate and identify West Virginia and its bordering states, counties and county seats and its geographic regions.	WV.4.01 WV.4.02 WV.4.03	Where is West Virginia located and how is it divided geographically into regions? How has West Virginia divided itself into local government areas?	Borders Regions County County Seat		
Geography / Natural Resources	I can relate how geography and natural resources impact daily life in West Virginia.	WV.4.05	How has the mountainous terrain of West Virginia impacted its transportation, settlement, and development of natural resources in its economy?	Renewable Resources Nonrenewable Resources Tourism		
Climate	I can illustrate West Virginia's climate and record daily weather.	WV.4.05	What is West Virginia's climate?	Climate Weather Precipitation		

History	I can relate important events in the history of West Virginia.	WV.5.01 WV.5.02	What are some of the major historical events in West Virginia's past?	Exploration Settlement Statehood		
Culture	I can research and relate examples of West Virginia folklore and heritage. I can utilize various sources to develop short reports about West Virginia.	WV.5.03 WV.5.04	How is West Virginia's culture shown in its folklore?	Folklore Storytelling Festivals		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Thinkfinity and Odyssey for interactive differentiated lessons.

Suggested Readings: Lexile=L CSO 4.6-Work with language arts for interdisciplinary reading assignment. Example reading- "Soap Soap! Don't forget the soap- an Appalachian Folktale"- Tom Birdseye- 450L, "The Daddy Mountain"- Jules Feiffer -380L

Language Arts Connection: Plan with language arts on assigned poetry and literature of the era.

Have learners in collaborative groups choose a key term studied and develop definitions for those terms.

Brainstorm by making a Spider Graph on the board on key terms by listing as many terms as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart from this era.

Construct a set of student generated flashcards on academic vocabulary where a character is on one side with his/her accomplishments on the reverse.

In collaborative pairs make posters illustrating and teaching key points of this unit.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

