| **Subject and Quarter:** Q1 MAP SKILLS | | **Grade: 4** |
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| **Standard**  4.2 The student will examine the physical geography and environments of the United States. | | **Supporting Standards**  4.2.1 Use maps and other geographic representations (such as globes and graphs), tools, and technologies to acquire, process, and report information from a spatial perspective.  4.2.2 Identify major physical features in the United States and analyze how physical processes shape places. |
| **Learning Goal/I Can Statement**  I can examine the physical geography and environments of the United States. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | When given multiple maps, I can examine the maps and draw conclusions about how the maps are related to each other. | **Essential Question**  How can the tools of geography help us understand our nation’s physical and human features? |
| **Score**  **3.0** | **I can examine the physical geography and environments of the United States.** | **Assessments (Pre, Mid, Post)**  [Assessments](https://docs.google.com/document/u/0/d/1PzrD3iUS_YEw1UnGLYfiUgRt-DC5WPFJ-KrnJ_w3Fno/edit)  [Level 4 Question](https://docs.google.com/document/d/1OttMUBKgIenkwH2rCjb_sqqxkWxiyCVaMunAFDgje50/edit?usp=sharing)  Evidence 1 & 3: Canvas  Evidence 2: Map Test on paper |
| **Score**  **2.0** | I can define and understand most of the following vocabulary words: map key/legend, longitude, latitude, equator, cardinal direction, intermediate direction, prime meridian, compass rose  I can locate geographical features on a map of the United States, including rivers, mountains, and lakes. | **Lesson Resources**   * myWorld Interactive- Chapter 1: Geography of the United States * myWorld Interactive- Chapter 8: Regions: The Southwest   [DC45 Trail Guide Task](https://docs.google.com/presentation/d/10DDPgsCIj7OT2HL5sntRLYvBp5BHBQUuLbu46-tVkes/edit?usp=sharing) and [Map Guide Paper](https://drive.google.com/file/d/1q3oWZErNTqgu_n1LZCZweK2wpR_cLeAS/view?usp=sharing)  \*\*Covering SE region |
| **Score 1.0** | With help, I can examine some of the physical geography and environments of the United States. | **Academic Vocabulary**   * **Academic Vocabulary (referenced in the textbook):** region, capital, physical feature, continental United States, geography, estuary, tributary, route, transcontinental, globe, hemisphere, map scale, political map, symbol, physical map, atlas, elevation, grid, degree, monument, climate, drought, factor, contribute, varied, landforms, * **Scale Vocabulary (assessed):** Map key/legend, longitude, latitude, equator, cardinal direction, compass rose, intermediate direction, prime meridian |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Q2 TRIBES | | **Grade: 4** |
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| **Standard**  4.3.1.B Identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership. | | **Supporting Standards**   1. Evaluate the impact of the Columbian Exchange on American Indian groups, African slaves and European settlers, including agriculture, trade, culture, military alliances, control of territory, and the sudden decline of indigenous peoples. |
| **Learning Goal/I Can Statement**  **I can identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership.** | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | I can explain how the formation of the Iroquois nation influenced the formation of the United States Government. | **Essential Question**  How did the American Indian tribes impact the culture and structure of the modern day United States? |
| **Score**  **3.0** | **I can identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership.** | **Assessments (Pre, Mid, Post)**  [Assessments](https://docs.google.com/document/d/1lWSW-bWc0_sPKm5asaV_pUIp_m0UzhTc2sCHK-lm7z0/edit?usp=sharing) (Evidence 1 and 3)  [Level 4 Question](https://docs.google.com/document/d/1ef1rULnqVnRt6-_TxvbijGTueISxY2I_IzGCInMxNb8/edit?usp=sharing)  Evidence 2  ~[Brochure](https://drive.google.com/file/d/16aFmHKbvhljCmiWHm2J9dgpO-bn4PYbq/view?usp=sharing)  ~[Rubric](https://docs.google.com/document/d/1ijDjwwLn6t-jUd0kt1-iWZ1LYgzHG1tSKaqf9UM1RuA/edit?usp=sharing) |
| **Score**  **2.0** | I can define and understand most of the following vocabulary words: culture, territory, interdependent, migration, resources, reservation, nomad  I can identify some of the major American Indian groups. | **Lesson Resources**  [American Indian Tribe Mini Books](https://drive.google.com/drive/folders/1S_fkMqC1gIHYVoBVr-0a56Dn-3NrhmeD?usp=sharing)  \*\*Covering SW and W regions |
| **Score 1.0** | With help, I can identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership. | **Academic Vocabulary**   * **Academic Vocabulary (referenced in the textbook):** culture, territory, migration, enslaved, reservation, interdependent, sovereignty, nomad, resources, pueblos, cliff dwellings, perspectives, folklore, totem pole * **Scale Vocabulary (assessed):** culture, territory, interdependent, migration, resources, reservation, nomad |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Q3 GOVERNMENT | | **Grade: 4** |
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| **Standard**  4.1 The student will describe the features of self-government and the role of citizens of the United States. | | **Supporting Standards**   1. Explain the concept of civic responsibilities, including respect for the law, the necessity for compromise, and public service 2. Understand the necessity of respect for diversity of the individual and diversity of groups comprising American society. |
| **Learning Goal/I Can Statement**  I can describe the concepts of democracy and representative government, including the rule of law, equality, the common good, and individual rights. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | I can compare and contrast concepts of democracy with another form of government. | **Essential Question**  How have humans impacted their environment, bringing about change and development in the Northeast and Southeast regions? |
| **Score**  **3.0** | **I can describe the concepts of democracy and representative government.** | **Assessments (Pre, Mid, Post)**  Evidence 1 (maybe - vocabulary)  Evidence 2 (activity)  Evidence 3 (post test)  Level 4 Question |
| **Score**  **2.0** | I can define and understand most of the following vocabulary words: equality, legislative branch, judicial branch, executive branch, democracy, citizen, and checks & balances  I can give some basic details about democracy or representative government. | **Lesson Resources**   * myWorld Interactive- Chapter 3: Government in the United States * myWorld Interactive- Chapter 6: Regions: The Southeast   \*\*Covering MW region |
| **Score 1.0** | With help, I can describe the concepts of democracy and representative government. | **Academic Vocabulary**   * **Academic Vocabulary:** republic,individual rights, citizen, sovereignty, self-evident, liberty, unalienable, jury, candidate, patriotism, symbol, petition, supreme court, president, vice president, cabinet, congress, amendment, ratify, * **Scale Vocabulary:** equality, legislative branch, executive branch, judicial branch, democracy, checks and balances, citizen |
| **RtI Support** | **Interventions** | **Enrichment** |

| **Subject and Quarter:** Q4 EXPLORERS | | **Grade: 4** |
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| **Standard**  4.3.1 Identify and describe early settlement of regions in the United States. | | **Supporting Standards**   1. Draw conclusions from maps to show how climate, vegetation, natural resources, and historic events affect the location and growth of settlements. 2. Summarize the reasons for key expeditions of North America by Spain, France, and England and their impact on the development of each region. 3. Identify push and pull factors of human migration. 4. Evaluate the impact of the Columbian Exchange on American Indian groups, Afican slaves and European settlers, including agriculture, trade, culture, military alliances, control of territory, and the sudden decline of indigenous peoples. |
| **Learning Goal/I Can Statement** | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Given two regions, I can compare and contrast the impacts that early settlers had on the American Indian groups of those regions. | **Essential Question**  What challenges and successes did early Americans experience as they settled major regions of the nation? |
| **Score**  **3.0** | **I can identify and describe early settlement of regions in the United States.** | **Assessments (Pre, Mid, Post)** |
| **Score**  **2.0** | I can define and understand most of the following vocabulary words: territory, viewpoint, immigrant, settlement, migration  I can identify some early settlements in the United States. | **Lesson Resources**   * myWorld Interactive- Chapter 4: Americans and Their History * myWorld Interactive- Chapter 7: Regions: The Northeast   \*\*Covering NE region |
| **Score 1.0** | With help, I can identify and describe early settlement of regions in the United States. | **Academic Vocabulary**   * **Academic Vocabulary:** culture, colony, enslaved, independence, amendment, ratify, alliances,   \*religious/political/social/economic factors (5th)   * **Scale Vocabulary:** territory, viewpoint, immigrant, settlement, migration |
| **RtI Support** | **Interventions** | **Enrichment** |