

CURRICULUM MAP

Subject: SOCIAL STUDIES

Grade: 4TH

Quarter: 2ND

Teacher(s): 4th Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
<p>Concept</p> <p>GDOE Standards:</p> <p>CCSS Standards:</p>	<p>Guam Standards:</p> <p><i>4.2.1 Discuss the difference between historical fact and opinion.</i></p> <p>4.2.3 Place major events in the development of Guam in chronological order utilizing a time line.</p> <p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Guam Standards:</p> <p>4.2.5 Discuss reasons for the Spanish settlement on Guam.</p> <p>4.2.6 Identify the importance of significant explorers.</p> <p>CCSS:</p> <p>4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text</p>	<p>Guam Standards:</p> <p>4.2.8 Describe the political, economic, and social impact of Spanish colonization on Guam.</p> <p>4.2.9 identify Spanish and Chamorro leaders prior to 1898.</p> <p>CCSS:</p> <p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Guam Standards:</p> <p>4.4.3 Explain how individuals can participate in civic affairs and political parties on Guam.</p> <p>4.5.1 Explain and discuss how people on Guam make a living to meet their needs and wants.</p> <p>CCSS:</p> <p>4.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within categories of information using words, phrases, and clauses (e.g., another, for example, also, because); d) Use precise language and domain-specific vocabulary to inform about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Guam Standards:</p> <p>4.3.1 Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets.</p> <p><i>4.3.2 Identify and explain the uses and conservation of the environment and resources.</i></p> <p>CCSS:</p> <p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>

<p>Vocabulary</p> <p>Big Idea:</p>	<p>Key Vocabulary</p> <p>needs and wants, colony, colonization, civic affairs, timeline, proclamaintion, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo</p> <p>Big Idea 1: Students will analyze how leadership affects the economy.</p>	<p>Key Vocabulary</p> <p>needs and wants, colony, colonization, civic affairs, timeline, proclamaintion, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo</p> <p>Big Idea 1: Students will analyze how leadership affects the economy.</p>	<p>Key Vocabulary</p> <p>needs and wants, colony, colonization, civic affairs, timeline, proclamaintion, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo</p> <p>Big Idea 1: Students will analyze how leadership affects the economy.</p>	<p>Key Vocabulary</p> <p>needs and wants, colony, colonization, civic affairs, timeline, proclamaintion, Luis de Torres, Magellan, San Vitores, Legazpi, Kipuha, Mata’pang, Hurao, Hineti, Agualin (Aguarin), Quiroga, Irisarri, Esplana, Palacio, Almacen, Estancias, Lanchu, subsistence, Padre Palomo</p> <p>Big Idea 1: Students will analyze how leadership affects the economy.</p>	<p>Key Vocabulary</p> <p>consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p> <p>Big Idea 2: Using visuals, students will compare and contrast Guam’s physical, economics, and cultural geography.</p>
<p>Assessment</p> <p>Resources:</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>Houghton Mifflin Fourth Grade English, U11, Make a Timeline, p. 390, H54</p> <p>Houghton Mifflin Fourth Grade Social Studies, U6, Chapter 12, Types of Economies, pp. 352 and 353</p> <p>Houghton Mifflin Fourth Grade Social Studies, U2, Chapter 3, Make a Timeline, p. 100</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>Houghton Mifflin Fourth Grade English, U11, Make a Timeline, p. 390, H54</p> <p>Houghton Mifflin Fourth Grade Social Studies, U6, Chapter 12, Types of Economies, pp. 352 and 353</p> <p>Houghton Mifflin Fourth Grade Social Studies, U2, Chapter 3, Make a Timeline, p. 100</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>Houghton Mifflin Fourth Grade English, U11, Make a Timeline, p. 390, H54</p> <p>Houghton Mifflin Fourth Grade Social Studies, U6, Chapter 12, Types of Economies, pp. 352 and 353</p> <p>Houghton Mifflin Fourth Grade Social Studies, U2, Chapter 3, Make a Timeline, p. 100</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>Houghton Mifflin Fourth Grade English, U11, Make a Timeline, p. 390, H54</p> <p>Houghton Mifflin Fourth Grade Social Studies, U6, Chapter 12, Types of Economies, pp. 352 and 353</p> <p>Houghton Mifflin Fourth Grade Social Studies, U2, Chapter 3, Make a Timeline, p. 100</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <p>http://www.guam-online.com/ (Maps and information regarding Guam)</p> <p>http://www.guam.gov/ (Maps and information regarding Guam)</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57</p> <p>Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story)</p> <p>Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708</p>

<p>ESSENTIAL QUESTIONS</p>	<p>Essential Question(s): How does leadership affect the economy? Magellan have on the Chamorros?</p>	<p>Essential Question(s): How does leadership affect the economy? Ferdinand Magellan have on the Chamorros? What effe</p>	<p>Essential Question(s): How does leadership affect the economy? Magellan have on the Chamorros? W</p>	<p>Essential Question(s): How does leadership affect the economy? Magellan have on the Chamorros? W h</p>	<p>Essential Question(s): How can humans negatively and positively affect the environment?</p>
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Month _____	WEEK 6 _____	WEEK 7 _____	WEEK 8 _____	Instructional Strategies (District) _____	Instructional Strategies (District) _____
<p>Concept</p> <p>GDOE Standards:</p> <p>CCSS Standards:</p>	<p>Guam Standards:</p> <p>4.3.4 Describe and compare the climate of Guam with other regions.</p> <p>CCSS:</p> <p>4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Guam Standards:</p> <p>4.3.5 Describe the physical, economic, and cultural geography of Guam.</p> <p>4.3.8 Recognize the consequences of human modification of the environment on Guam.</p> <p>CCSS:</p> <p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Guam Standards:</p> <p>4.3.9 Describe the causes and effects of typhoons, earthquakes, volcanoes, tsunamis, and erosion on Guam.</p> <p>CCSS:</p> <p>4.W.2a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly: a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; c) Link ideas within categories of information using words, phrases, and clauses (e.g., another, for example, also, because); d) Use precise language and domain-</p>		
<p>Vocabulary</p> <p>Big Idea:</p>	<p>Key Vocabulary</p> <p>consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p> <p>Big Idea 2: Using visuals, students will compare and contrast Guam’s physical, economics, and cultural geography.</p>	<p>Key Vocabulary</p> <p>consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p> <p>Big Idea 2: Using visuals, students will compare and contrast Guam’s physical, economics, and cultural geography.</p>	<p>Key Vocabulary</p> <p>consequence, environment, typhoon, tsunamis, erosions, earthquake, climate, region, precipitation, temperature, elevation</p> <p>Big Idea 2: Using visuals, students will compare and contrast Guam’s physical, economics, and cultural geography.</p>		
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