

	<p>convey ideas and information clearly:</p> <p>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, d 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- form about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.</p>	<p>convey ideas and information clearly:</p> <p>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, d 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- form about or explain the topic; e) Provide a concluding statement or section related to the information or explanation presented.</p>			
<p>Vocabulary:</p> <p>Big Idea:</p>	<p>Key Vocabulary: opinion, historical fact, legend, myth, summarize, Serena, Alupang, Puntan Patgon, Puntan Yan Fu’una, Chief Gadao, Taotaomo’na, Duendes</p> <p>Elements of the Standard(s) – What’s the meaning?</p> <p>In general, students will learn about the stories, myths, and legends created by different ethnic groups found within the region. Standards link to the Big Idea as students identify (DOK: Level 1) and gain the ability to summarize (DOK: Level 2) popular folklore and beliefs. Standards link to the essential question as students gain the ability to distinguish (DOK: Level 2) cultural values and characteristics by examining (DOK: Level 3) popular</p>	<p>Key Vocabulary: opinion, historical fact, legend, myth, summarize, Serena, Alupang, Puntan Patgon, Puntan Yan Fu’una, Chief Gadao, Taotaomo’na, Duendes</p> <p>Elements of the Standard(s) – What’s the meaning?</p> <p>In general, students will learn about the stories, myths, and legends created by different ethnic groups found within the region. Standards link to the Big Idea as students identify (DOK: Level 1) and gain the ability to summarize (DOK: Level 2) popular folklore and beliefs. Standards link to the essential question as students gain the ability to distinguish (DOK: Level 2) cultural values and characteristics by examining (DOK: Level 3) popular Key Vocabulary: timeline, influence, impact, cause and effect, Plaza de</p>	<p>Key Vocabulary</p> <p>Americanization, occupation, influence, impact, assimilation, benevolent, policy, petition, Petition of 1902, unincorporated territory, political status</p> <p>Elements of the Standard(s) – What’s the meaning?</p> <p>In general, students will learn about the significant events and individuals from the beginning of American occupation until the present day. Major focus will be on events, individuals, and themes that have occurred after the conclusion of WWII. Standards link to the Big Idea as students explain (DOK: Level 2) how the American and Japanese occupations impacted Guam and its people.</p>	<p>Key Vocabulary: Americanization, occupation, influence, impact, assimilation, benevolent, policy, petition, Petition of 1902, unincorporated territory, political status</p> <p>Elements of the Standard(s) – What’s the meaning?</p> <p>In general, students will learn about the significant events and individuals from the beginning of American occupation until the present day. Major focus will be on events, individuals, and themes that have occurred after the conclusion of WWII. Standards link to the Big Idea as students explain (DOK: Level 2) how the American and Japanese occupations impacted Guam and its people. Standards link to the essential question as students identify (DOK: Level 1), summarize (DOK: Level 2), and discuss (DOK: Level 2) the impact of Americanization of Guam while</p>	<p>Key Vocabulary:</p> <p>typhoon, tsunamis, erosions, run-off, pollution, earthquake, climate, weather, region, precipitation, temperature, elevation, conservation, coral bleaching, shutters, concrete home construction, warning systems, S.O.P.s (typhoon, tsunami)</p>

	folklore.	Esplana, colonization, coaling station, Folklore.	Standards link to the essential question as students identify (DOK: Level 1), summarize (DOK: Level 2), and discuss (DOK: Level 2) the impact of Americanization of Guam while separating (DOK: Level 2) historical fact from popular misconceptions.	separating (DOK: Level 2) historical fact from popular misconceptions.	
Assessment Resources:	<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • www.studenthandouts.com (Keyword: graphic organizers) ^[L]_[SEP] • http://guampedia.com/ (Chamorro folktales) ^[L]_[SEP] • http://www.guam-online.com/ (Maps and information regarding Guam) ^[L]_[SEP] • http://www.guam.gov/ (Maps and information regarding Guam) ^[L]_[SEP] 	<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>http://www.spanamwar.com/Guam</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com (Keyword: graphic organizers)</p> <p>http://guampedia.com/</p> <ul style="list-style-type: none"> • http://www.guam-online.com/ (Maps and information regarding Guam) ^[L]_[SEP] • http://www.guam.gov/ (Maps and information regarding Guam) ^[L]_[SEP] 	<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>http://www.spanamwar.com/Guam (Information regarding the Spanish-American War and Guam)</p>	<p>Resources & Links to Technology</p> <ul style="list-style-type: none"> • www.studenthandouts.com (Keyword: graphic organizers) (cause and effect) ^[L]_[SEP] • http://guampedia.com/ ^[L]_[SEP] • http://www.guam-online.com/ (Maps and information regarding Guam) ^[L]_[SEP] • http://www.guam.gov/ (Maps and information regarding Guam) ^[L]_[SEP] • http://www.tropicalweather.net (Conditions for typhoons, hurricanes, effects from earthquakes) ^[L]_[SEP] • Houghton Mifflin Fourth Grade Social Studies, Chapter 2, Climate and Regions, pp. 36–40, 52–57 ^[L]_[SEP] • Houghton Mifflin Fourth Grade Social Studies, Chapter 10, Rage of Fire, pp. 292–295 (volcano story) ^[L]_[SEP] • Houghton Mifflin Fourth Grade Reading, Theme 6, Nature, Friend and Foe, pp. 626–708 ^[L]_[SEP]

ESSENTIAL QUESTIONS	How do stories, legends, and myths contribute to our understanding of the past?	How do stories, legends, and myths contribute to our understanding of the past?	Summarize the Americanization on Guam from post-WWII to the present.	How would Guam be different if the Spanish had won the Spanish-American War?	Why are some regions vulnerable to certain natural disasters? How does Guam prepare its environment and resources for a natural disaster? How can humans negatively and positively affect the environment? How does geography influence the industry of Guam?
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Month _____	review _____	review _____	CCSS ELA Support Standards:	Instructional Strategies (District)	Instructional Strategies (District)
<p>Concept (CCSS Standards)</p> <p><i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p>BOLD information: Standards that should be emphasized</p>	<p>Guam Standards:</p> <p><i>4.3.2 Identify and explain the uses and conservation of the environment and resources.</i></p> <p>CCSS: 4.RI.3; 4.RI.5; 4.RI.7</p> <p>NEW PRIORITIZED STANDARDS:</p> <p>4.1.2 –</p> <p>4.2.2</p> <p>4.2.7 NON NEGOTIABLE</p> <p>4.3.2</p> <p>4.2.10</p>	<p>Guam Standards:</p> <p>4.2.2 Recognize national and local historical sites and describe their function and significance.</p> <p>CCSS ELA Support Standards:</p> <p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical,</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>Objective:</p> <p>-Identify the significance of a historical figure</p> <p>-Analyze ways historians learn about the past</p> <p>-Apply map skills to a special purpose map</p>	<p>CCSS ELA Support Standards</p> <p>As students listen to or read in pairs or small groups, they will be able to summarize the text and identify the main topic and supporting facts. Graphic organizers assist students in recording this information (4.RI.2).</p> <p>Students will be able to explain events or concepts such as what happened and why based on specific information in the text (4.RI.3).</p> <p>Students will use their knowledge of different structures found in informational text (e.g., cause/effect, chronology, problem/solution) to help them determine the graphic organizer needed for recording their information (4.RI.5).</p> <p>Students will be provided with firsthand and secondhand account of the same event or topic in order to compare how the information is described (4.RI.6).</p> <p>As students study the topic, they will assimilate the information into producing an informative or explanatory text (4.W.2a-e). The writing can be accomplished individually or in collaborative groups or by using peer editing of the finished product. The writing will demonstrate that students can develop the topic with supporting facts, definitions, and domain-specific terms or examples and link ideas with appropriate words, phrases or clauses. They will also provide a concluding statement related to the topic or explanation (4.W.2a-e).</p> <p>Students will be able to explain events</p>	<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Display and state the objective for the lesson. Have students in pairs or small groups repeat the focus and the expected learning. This also helps with the closure of the lesson, as students should be able to answer or show that they acquired the new information/skill. Setting objectives and providing feedback help students clarify their learning (SIOP, Marzano, SPED). Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Providing ample opportunities to practice skills with peer collaboration throughout content areas is a SIOP instruction strategy that also supports distributed practice for SPED.</p> <p>Model setting up a graphic organizer, such as a table or chart, for collecting information from stories, myths, and legends (4.1.2). Students in pairs or small groups complete a chart of characters, setting, theme, and challenge of the hero/heroine. Thinking aloud while demonstrating (modeling) is a scaffolding support strategy for SIOP and SPED students. Graphic organizers provide visual categorization of information that supports SIOP and SPED. Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy.</p> <p>Students in pairs or small groups can select a story, legend, or myths to produce a written piece explaining how it contributed to understanding the past (4.1.2). Practicing or working in pairs or small groups is a Marzano cooperative</p>	<p>Instructional Strategies (EL, SIOP, SPED, Marzano)</p> <p>Display and state the objective for the lesson. Have students in pairs or small groups repeat the focus and the expected learning. This also helps with the closure of the lesson, as students should be able to answer or show that they acquired the new information/skill. Setting objectives and providing feedback help students clarify their learning (SIOP, Marzano, SPED). Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Providing ample opportunities to practice skills with peer collaboration throughout content areas is a SIOP instruction strategy that also supports distributed practice for SPED.</p> <p>Students in pairs or small groups will select sections of Guam’s Organic Act to explain to the class (4.4.1, 4.4.2). As each section is explained, students will take notes on a graphic organizer (e.g., 2-column notes, Cornell notes, main idea and supporting details). Practicing or working in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Graphic organizers provide visual categorization of information that supports SIOP and SPED.</p> <p>Students keep a journal or notebook for recording domain-specific vocabulary, definitions, nonlinguistic representations, graphs, and charts, such as recording notes from peer presentations on the Organic Act of 1950. This becomes a resource that students can refer to throughout the year. Illustrations or nonlinguistic representations for vocabulary words or concepts strengthens the definition</p>

		<p>Elements of the Standard(s) – What’s the meaning?</p> <p>In general, students will learn of what occurred in the Marianas, the Pacific, and the world as a result of the Spanish-American War. Standards link to the Big Idea as students identify (DOK: Level 1) and categorize (DOK: Level 2) significant events and individuals of this time period through the use of timelines. Additionally, standards link to the Big Idea as students describe how Spanish colonization influenced the economy, social system, and political system of Guam and the Marianas. Standards link to the essential question as students utilize knowledge of changes that occurred during Spanish colonization to make predictions (DOK: Level 2) and cite evidence (DOK: Level 2) supporting these statements of what major differences would have resulted if the Spanish retained control over the Marianas.</p>	<p>or concepts such as what happened and why based on specific information in the text (4.RI.3).</p> <p>Students will use their knowledge of different structures found in informational text (e.g., cause/effect, chronology, problem/solution) to help them determine the graphic organizer needed for recording their information (4.RI.5).</p> <p>Beyond reading text, students will gain additional information from charts, graphs, diagrams, and timelines that they created or were provided (4.RI.7).</p> <p>As students read closely, they will identify and be able to explain the reasons and evidence (e.g., examples, quotes, photos) an author uses to support their particular points (4.RI.8).</p> <p>As students study the topic, they will assimilate the information into producing an informative or explanatory text (4.W.2a-e). The writing can be accomplished individually or in collaborative groups or by using peer editing of the finished product. The writing will demonstrate that students can develop the topic with supporting facts, definitions, and domain-specific terms or examples, and link ideas with appropriate words, phrases, or clauses. They will also provide a concluding statement related to the topic or explanation (4.W.2a-e).</p>	<p>learning and SIOP interaction strategy.</p> <p>Students in pairs or small groups can compare and contrast two types of text on the same topic. For example: Students compare the text structure and descriptive vocabulary in “Puntan Dos Amantes” folktale and a traveler’s brochure of Two Lover’s Point. Practicing or working in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy.</p> <p>CCSS ELA Support Standards</p> <p>Students will be able to explain events or concepts such as what happened and why based on specific information in the text (4.RI.3).</p> <p>Students will use their knowledge of different structures found in informational text (e.g., cause/effect, chronology, problem/solution) to help them determine the graphic organizer needed for recording their information (4.RI.5)</p> <p>Beyond reading text, students will gain additional information from charts, graphs, diagrams, and timelines that they created or were provided (4.RI.7).</p>	<p>connection for students (Marzano, SIOP and SPED).</p>
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<p>Vocabulary:</p> <p>Big Idea:</p>	<p>Key Vocabulary</p> <p>diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>	<p>Key Vocabulary</p> <p>timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, cooling station, epidemic, influenza, venereal disease, reduccion</p>	<p>Key Vocabulary</p> <p>diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>		
<p>Assessment /Resources</p>	<p>Resources & Links to Technology</p> <p>www.studenthandouts.com</p> <p>(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>Resources & Links to Technology</p> <p>www.studenthandouts.com</p> <p>(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>Resources & Links to Technology</p> <p>www.studenthandouts.com</p> <p>(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>ESSENTIAL QUESTIONS</p>	<p>How does geography influence the industry of Guam?</p>	<p>How would Guam be different if the Spanish had won the Spanish-American War?</p>	<p>How does geography influence the industry of Guam?</p>		