

CURRICULUM MAP

Subject: SOCIAL STUDIES

Grade: 4TH

Quarter: 4th

Teacher(s): 4th Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
<p>Concept (CCSS Standards) Guam 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>4.4.1 Select and defend positions in writing and discussion about Guam’s government and civics.</p> <p>CCSS ELA Support Standards:</p> <p>4RI.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>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>4.4.2 Identify Guam as a U.S. Territory that recognizes the U.S. Constitution as the Supreme Law of the Land.</p> <p>CCSS ELA Support Standards:</p> <p>4RI.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>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><i>4.2.1 Discuss the difference between historical fact and opinion.</i></p> <p>RI.4.5 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>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>Guam Standards:</p> <p>4.2.7 Analyze the causes and effects of the Spanish- American War.</p> <p>RI.4.5 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>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>Guam Standards:</p> <p>4.2.10 Explain how the American occupation before WWII impacted life on Guam.</p> <p>RI.4.5 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>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>Vocabulary:</p> <p>Big Idea:</p>	<p>Key Vocabulary: insular cases, Organic Act of 1950, Guam Congress Walkout, U.S. Constitution, position, unincorporated territory, political status, Treaty of Paris</p> <p>Big Idea 1, Quarter 4</p> <p>Students will analyze the relationship between the U.S. Constitution and Guam’s Organic Act.</p>	<p>Key Vocabulary: insular cases, Organic Act of 1950, Guam Congress Walkout, U.S. Constitution, position, unincorporated territory, political status, Treaty of Paris</p> <p>Big Idea 1, Quarter 4</p> <p>Students will analyze the relationship between the U.S. Constitution and Guam’s Organic Act.</p>	<p>Key Vocabulary: Americanization, occupation, influence, impact, assimilation, benevolent, policy, petition, Petition of 1902, unincorporated territory, political status</p> <p>Big Idea 2, Quarter 4</p> <p>Students will analyze the impact of the various occupations on Guam.</p>	<p>Key Vocabulary: Americanization, occupation, influence, impact, assimilation, benevolent, policy, petition, Petition of 1902, unincorporated territory, political status</p> <p>Big Idea 2, Quarter 4</p> <p>Students will analyze the impact of the various occupations on Guam.</p>	<p>Key Vocabulary: Americanization, occupation, influence, impact, assimilation, benevolent, policy, petition, Petition of 1902, unincorporated territory, political status</p> <p>Big Idea 2, Quarter 4</p> <p>Students will analyze the impact of the various occupations on Guam.</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>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>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>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>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>ESSENTIAL QUESTIONS</p>	<p>How does Guam’s government best serve its citizens?</p>	<p>How does Guam’s government best serve its citizens?</p>	<p>Summarize the Americanization on Guam from post-WWII to the present.</p>	<p>Summarize the Americanization on Guam from post-WWII to the present.</p>	<p>Summarize the Americanization on Guam from post-WWII to the present.</p>

<p>Month</p> <p>_____</p>	<p>WEEK 6</p> <p>_____</p>	<p>WEEK 7/8</p> <p>_____</p>	<p>CCSS ELA Support Standards:</p>	<p>Instructional Strategies (District)</p>	<p>Instructional Strategies (District)</p>
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<p>Concept (CCSS Standards)</p>	<p>Guam Standards:</p> <p>4.2.11 Discuss the impact of the Japanese occupation on Guam.</p> <p>RI.4.5 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>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>Guam Standards:</p> <p>4.2.12 Describe the political, economic, and social impact of Americanization on Guam from post WWII to the present.</p> <p>RI.4.5 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>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>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>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>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 accounts of the same event or topic in order to compare how the information is described (4.RI.6).</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 connection for students (Marzano, SIOP and SPED).</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 cause and effect or problem/solution and timeline, for collecting information about the Spanish-American War (4.2.7). Major events can be placed on a timeline in chronological order. Students in pairs or small groups can select events from the timeline to produce in-depth written details with illustrations to share with the class (4.2.3). 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 produce written descriptions of how American or Japanese occupation impacted life on Guam (4.2.10, 4.2.11, 4.2.12). Their reports would include making a connection to the historic timeline that has been created in prior lessons. Practicing in pairs or small groups is a Marzano cooperative learning and SIOP interaction strategy. Graphic organizers such as timelines provide visual categorization of information</p>
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