

# CURRICULUM MAP

Subject: SOCIAL STUDIES

Grade: 4<sup>TH</sup>

Quarter: 3<sup>RD</sup>

Teacher(s): 4<sup>th</sup> Grade

Month _____	WEEK 1 _____	WEEK 2 _____	WEEK 3 _____	WEEK 4 _____	WEEK 5 _____
<p><b>Concept (CCSS Standards) Guam Standards:</b></p> <p><i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p><b>BOLD information: Standards that should be emphasized</b></p>	<p><b>Guam Standards:</b></p> <p><b>4.1.2.</b> Summarize different stories, legends, and myths and explain how they contribute to our understanding of the past.</p> <p><b>4.1.7</b> Describe the origins and significance of local celebrations.</p> <p><b>4.2.1</b> Discuss the difference between historical fact and opinion</p> <p><b>CCSS: 4.RI.2, 4.RI.3, 4.RI.5, 4.RI.6, 4.W.2a-e</b></p>	<p><b>Guam Standards:</b></p> <p><b>4.2.2</b> Recognize national and local historical sites and describe their function and significance.</p> <p><b>4.2.3 Place major events in the development of Guam in chronological order utilizing a time line.</b></p> <p><b>CCSS: 4.RI.3; 4.RI.5; 4.RI.7; 4.RI.8; 4.W.2a-e</b></p>	<p><b>Guam Standards:</b></p> <p><b>4.2.5 Discuss reasons for the Spanish settlement on Guam.</b></p> <p>4.2.7 Analyze the causes and effects of the Spanish- American War.</p> <p><b>CCSS: 4.RI.3; 4.RI.5; 4.RI.7; 4.RI.8; 4.W.2a-e</b></p>	<p><b>Guam Standards:</b></p> <p><i>4.2.8 Describe the political, economic, and social impact of Spanish colonization on Guam.</i></p> <p><b>CCSS: 4.RI.3; 4.RI.5; 4.RI.7; 4.RI.8; 4.W.2a-e</b></p>	<p><b>Guam Standards:</b></p> <p>4.5.2 Identify the economic motivation for immigration to Guam.</p> <p><b>CCSS: 4.RI.3; 4.RI.5; 4.RI.7; 4.RI.8; 4.W.2a-e</b></p>
<p><b>Vocabulary:</b></p> <p><b>Big Idea:</b></p>	<p><b>Key Vocabulary:</b> opinion, historical fact, legend, myth, summarize, Serena, Alupang, Puntan Patgon, Puntan Yan Fu’una, Chief Gadao, Taotaomo’na, Duendes</p> <p>Students will compare and contrast the different ethnic groups and their cultures.</p>	<p><b>Key Vocabulary:</b> timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion</p> <p>Students will analyze the cause and effects of the Spanish-American War.</p>	<p><b>Key Vocabulary:</b> timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion</p> <p>Students will analyze the cause and effects of the Spanish-American War.</p>	<p><b>Key Vocabulary:</b> timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion</p> <p>Students will analyze the cause and effects of the Spanish-American War.</p>	<p><b>Key Vocabulary:</b> timeline, influence, impact, cause and effect, Plaza de Esplana, colonization, coaling station, epidemic, influenza, venereal disease, reduccion</p> <p>Students will analyze the cause and effects of the Spanish-American War.</p>
<p><b>Assessment Resources:</b></p>	<p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>(Keyword: graphic organizers)</p> <p><a href="http://guampedia.com/">http://guampedia.com/</a></p> <p>(Chamorro folktales)</p> <p><a href="http://www.guam-online.com/">http://www.guam-online.com/</a></p>	<p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>(Keyword: graphic organizers)</p> <p><a href="http://guampedia.com/">http://guampedia.com/</a></p> <p><a href="http://www.guam-online.com/">http://www.guam-online.com/</a></p> <p>(Maps and information regarding Guam</p>	<p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>(Keyword: graphic organizers)</p> <p><a href="http://guampedia.com/">http://guampedia.com/</a></p> <p><a href="http://www.guam-online.com/">http://www.guam-online.com/</a></p> <p>(Maps and information regarding Guam</p>	<p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>(Keyword: graphic organizers)</p> <p><a href="http://guampedia.com/">http://guampedia.com/</a></p> <p><a href="http://www.guam-online.com/">http://www.guam-online.com/</a></p> <p>(Maps and information regarding Guam</p>	<p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>(Keyword: graphic organizers)</p> <p><a href="http://guampedia.com/">http://guampedia.com/</a></p> <p><a href="http://www.guam-online.com/">http://www.guam-online.com/</a></p> <p>(Maps and information regarding Guam</p>

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<b>ESSENTIAL QUESTIONS</b>	How do stories, legends, and myths contribute to our understanding of the past?	How would Guam be different if the Spanish had won the Spanish-American War?	How would Guam be different if the Spanish had won the Spanish-American War?	How would Guam be different if the Spanish had won the Spanish-American War?	How would Guam be different if the Spanish had won the Spanish-American War?

Month _____	WEEK 6 _____	WEEK 7/8 _____	CCSS ELA Support Standards:	Instructional Strategies (District)	Instructional Strategies (District)
<p><b>Concept (CCSS Standards)</b></p> <p><i>Italic Information: Recursive standard – repeated in at least one other quarter</i></p> <p><b>BOLD information: Standards that should be emphasized</b></p>	<p><b>Guam Standards:</b></p> <p><i>4.3.2 Identify and explain the uses and conservation of the environment and resources.</i></p> <p><b>CCSS: 4.RI.3; 4.RI.5; 4.RI.7</b></p>	<p><b>Guam Standards:</b></p> <p><i>4.3.4 Describe and compare the climate of Guam with other regions.</i></p> <p><i>4.3.5 Describe the physical, economic, and cultural geography of Guam</i></p> <p><b>CCSS: 4.RI.3; 4.RI.5; 4.RI.7</b></p>	<p><b>CCSS ELA Support Standards</b></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><b>Instructional Strategies (EL, SIOP, SPED, Marzano)</b></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><b>Instructional Strategies (EL, SIOP, SPED, Marzano)</b></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>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><b>CCSS ELA Support Standards</b></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><b>Vocabulary:</b></p> <p><b>Big Idea:</b></p>	<p><b>Key Vocabulary</b></p> <p>diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>	<p><b>Key Vocabulary</b></p> <p>diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>	<p><b>Key Vocabulary</b></p> <p>diagram, economic geography, cultural geography, chart, graph, conservation, tourism, tropics, climate</p>		
<p><b>Assessment /Resources</b></p>	<p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>(Keyword: graphic organizers)</p> <p><a href="http://guampedia.com/">http://guampedia.com/</a></p> <p><a href="http://www.guam-online.com/">http://www.guam-online.com/</a> (Maps and information regarding Guam)</p> <p><a href="http://www.guam.gov/">http://www.guam.gov/</a> (Maps and information regarding Guam)</p>	<p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>(Keyword: graphic organizers)</p> <p><a href="http://guampedia.com/">http://guampedia.com/</a></p> <p><a href="http://www.guam-online.com/">http://www.guam-online.com/</a> (Maps and information regarding Guam)</p> <p><a href="http://www.guam.gov/">http://www.guam.gov/</a> (Maps and information regarding Guam)</p>	<p><b>Resources &amp; Links to Technology</b></p> <p><a href="http://www.studenthandouts.com">www.studenthandouts.com</a></p> <p>(Keyword: graphic organizers)</p> <p><a href="http://guampedia.com/">http://guampedia.com/</a></p> <p><a href="http://www.guam-online.com/">http://www.guam-online.com/</a> (Maps and information regarding Guam)</p> <p><a href="http://www.guam.gov/">http://www.guam.gov/</a> (Maps and information regarding Guam)</p>		
<p><b>ESSENTIAL QUESTIONS</b></p>	<p>How does geography influence the industry of Guam?</p>	<p>How does geography influence the industry of Guam?</p>	<p>How does geography influence the industry of Guam?</p>		