

4th Grade Social Studies
Curriculum Map
Sheryl Muckey

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| Unit: US Map Study | | Time: August/September |
| Standards Taught | | |
| <ul style="list-style-type: none"> 4. G.1.1 Locate major political and physical features of South Dakota and the United States on a map or globe. | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i> | <i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i> | <ul style="list-style-type: none"> Participating in class discussions Mapping activities Practice maps/worksheets Reading the lesson and working on comprehension questions Completing the journal activities |
| Relevance | Vocabulary | Assessments |
| <i>Students will explore the different uses of maps such physical maps and political maps. They will be able to determine the correct use of these maps and interpret information from the map.</i> | <i>Physical map Political map Map Globe Landforms Oceans Map key/legend</i> | <i>Map work/drawings Globe performance project Teacher Observation Class discussion Map comparison activity SD Journal activities and writings</i> |
| Essential Questions: | | |
| <ul style="list-style-type: none"> What are the major physical features in the United States? South Dakota? What is the difference between the uses of a physical and political map? What specific information does a map show? A globe show? What information can we get from different purpose maps? | | |

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| Unit: Regions of the United States | Time: September |
| Standards Taught | |

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| <ul style="list-style-type: none"> • 4. E.1.1 Discuss what factors influence individual choices • 4.E.5.1 Describe how the economic needs of South Dakotans and people in other regions of the U.S. have been met • 4. G. 1.1 Locate major political and physical features of South Dakota and the United States on a map or globe • 4. G. 3.1 Describe how natural and human conditions shape places and regions | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who need the extra help receive guided notes and modified tests in an alternative setting. Some students may have tests read aloud, and study cards to prepare for assessments.</i> | <i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i> | <ul style="list-style-type: none"> • Reading about regions of the U.S. • Online research about the states in the regions • Creating a report and poster about regions |
| Relevance | Vocabulary | Assessments |
| <i>Students will research regions of the U.S. They will look for ways that regions are similar to SD and how they are different. They will understand how the five themes of geography help us understand an area and the people who live there.</i> | <ul style="list-style-type: none"> Regions Economy Natural resources Tourism Recreational activities Goods Services | <ul style="list-style-type: none"> Map work/drawings Teacher Observation Class discussion SD Journal activities Research paper and poster |
| Essential Questions: | | |
| <ul style="list-style-type: none"> • How do people in the regions meet their economic needs? • What are the similarities and differences between the regions of the U.S.? • How do natural and human conditions effect and shape the regions of the U.S.? • How can I find and use sources of information to research a region? | | |

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| Unit: SD Maps and Regions | | Time: October |
| Standards Taught | | |
| <ul style="list-style-type: none"> • 4. G.2.1 Compare and contrast regions of South Dakota to one another | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who need the extra help receive guided notes and modified tests in an alternative setting. Some</i> | <i>Each student has their own individual desk but table are available for group work and projects. Expectations and</i> | <ul style="list-style-type: none"> • Mapping regions of SD |

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| <i>students may have tests read aloud, and study cards to prepare for assessments.</i> | <i>procedures are clearly stated and easy to understand.</i> | <ul style="list-style-type: none"> • <i>Reading about SD landforms and rivers</i> • <i>Comparing Eastern and Western SD</i> • <i>Comparing rural communities to large city areas</i> |
| Relevance | Vocabulary | Assessments |
| <i>Students will begin SD study with a look at the land and rivers of SD. They will discover the differences and similarities between the different parts of SD. They will look at the differences between East and West river areas of SD.</i> | <i>Landform Economy</i> | <i>Map work/drawings Teacher Observation Class discussion SD Journal activities</i> |
| Essential Questions: <ul style="list-style-type: none"> • <i>How are the regions of SD alike? Different?</i> • <i>What are the landforms and rivers in the regions?</i> • <i>How do the regions differ economically?</i> • <i>What are the positive aspects and challenges that rural communities and large cities have?</i> | | |

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| Unit: Beginnings | Time: October/November | |
| Standards Taught | | |
| <ul style="list-style-type: none"> • <i>4. H. 1. 1 Analyze the impact of significant historical events on the development of cultures in South Dakota</i> • <i>4. H. 2. 4 Describe influences of Europeans culture on South Dakota communities</i> • <i>4. H. 4. 1 Explain probable causes and effects of events and developments in South Dakota</i> • <i>4. H.5.2 Use evidence to develop a claim about the past</i> | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |

| <p><i>Students who need the extra help receive guided notes and modified tests in an alternative setting. Some students may have tests read aloud, and study cards to prepare for assessments.</i></p> | <p><i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i></p> | <ul style="list-style-type: none"> • <i>Read and discuss the lesson information</i> • <i>Record data about environment and people in foldable</i> • <i>Compare the adaptations of various early people</i> • <i>Create a winter count and compare it to a time line of events</i> • <i>Journal activities, organizers, and writings</i> • <i>Lesson worksheets and vocabulary reviews</i> |
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| <p>Relevance</p> | <p>Vocabulary</p> | <p>Assessments</p> |
| <p><i>Students will study about the early people of SD and learn how they adapted to the environment and recorded their history. South Dakota’s climate changed and affected the lifestyle of early people. They will then look at the influence that Europeans had on the later tribes and the changes that began to occur in their cultures.</i></p> | <p><i>Archaeologist Migrated Centuries Colonists Allies Winter Count Petroglyphs</i></p> | <p><i>Lesson worksheets Unit Assessment SD Journal writings Winter counts Time lines Early peoples foldable Graphic organizers</i></p> |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Who were the first peoples of SD and how do we know about them?</i> • <i>How has South Dakota changed since the first people lived here?</i> • <i>What can we learn from archeologists about the first people of SD?</i> • <i>How did the European change the lives of the people living in SD?</i> • <i>What changes did fur trading bring to the early people of SD?</i> | | |

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| Unit: Lewis and Clark | | Time: November |
| Standards Taught | | |
| <ul style="list-style-type: none"> • 4. H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota • 4. H.1.2 Generate questions about multiple historical sources and their relationships to particular historical events and developments • 4. H.4.1 Explain probable causes and effects of events and developments in South Dakota • 4. H.5.1 Infer the intended audience and purpose of a historical source from information within the source itself | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who need the extra help receive guided notes and modified tests in an alternative setting. Some students may have tests read aloud, and study cards to prepare for assessments.</i> | <i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i> | <ul style="list-style-type: none"> • Reading and participating in class discussions • Writing a daily journal from explorer point of view • Completing lesson vocabulary and practice pages • Using additional resources to write journals • Reading excerpts from Lewis and Clark's journals • Reading and studying the timelines of the expedition |
| Relevance | Vocabulary | Assessments |
| <i>Students will learn about the growth of the nation from the Louisiana Purchase. They will learn how Lewis and Clark explored the region and how their presence in SD changed the tribes of SD.</i> | <i>Louisiana Purchase Corps of Discover Authorize Botanical Zoological Expedition Habitat Interpreter Journals Negotiate</i> | <i>Lesson worksheets and vocabulary work Journals Unit Assessment Class discussions and observations</i> |
| Essential Questions: | | |
| <ul style="list-style-type: none"> • What were the goals of the Lewis and Clark expedition? | | |

- *What were the results of the expedition and the effects it had on the tribes of SD?*
- *What was the importance of the Louisiana Purchase to the people of SD?*
- *How did Lewis and Clark interact with the tribes?*
- *What animals and plants did the expedition find in SD? How did the tribes use them?*
- *What happened after Lewis and Clark left SD?*
- *What were the final achievements of the expedition?*

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| Unit: Buffalo in SD | | Time: December |
| Standards Taught | | |
| <ul style="list-style-type: none"> • <i>4. H. 2.3 Describe the influence of notable South Dakotans of the development of our state</i> • <i>4. H. 3.1 Compare and contrast life today with life in historical time periods</i> • <i>4. H. 4.1 Explain probable causes and effects of events and developments in South Dakota</i> • <i>4. G.3.1 Describe how natural and human conditions shape places and regions</i> | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who need the extra help receive guided notes and modified tests in an alternative setting. Some students may have tests read aloud, and study cards to prepare for assessments.</i> | <i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i> | <ul style="list-style-type: none"> • <i>Reading lessons and participating in class discussions</i> • <i>Journal writing and organizers</i> • <i>Creating a buffalo chart</i> • <i>Researching the uses of the buffalo by the tribes</i> • <i>Lesson worksheets and vocabulary reviews</i> • <i>Watching lesson videos</i> |
| Relevance | Vocabulary | Assessments |
| <i>Students will learn about the importance the buffalo was to the American Indians. They will also learn how the tribes hunted and used all of the buffalo. They will learn</i> | <i>Extinct Outmaneuver Domesticated Wasna Parfleches Tatanka</i> | <i>Lesson worksheets and vocabulary reviews Charts Organizers Unit Assessment SD Journal writings</i> |

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| <p><i>how the buffalo almost became extinct and then was preserved due to human activity.</i></p> | <p><i>Nomadic Stampede Conservationists Preservation Descendants Bovine</i></p> | <p><i>Teacher observations</i></p> |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is the importance of the buffalo to the American Indian culture?</i> • <i>How did the buffalo population change do to human activity?</i> • <i>Why were buffalo able to do so well on the plains?</i> • <i>How were the tribes able to hunt buffalo?</i> • <i>Why did the buffalo almost become extinct and what South Dakotans helped in saving them?</i> | | |

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| <p>Unit: A Changing Land</p> | <p>Time: January</p> | |
| <p style="text-align: center;">Standards Taught</p> | | |
| <ul style="list-style-type: none"> • <i>4. H. 2.3 Describe the influence of notable South Dakotans of the development of our state</i> • <i>4.H. 1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota</i> • <i>4. H.2.5 Describe how wars affected South Dakota</i> • <i>4. H.3.1 Compare and contrast life today with life in historical time periods</i> • <i>4. H.4.1 Explain probable causes and effects of events and developments in South Dakota</i> • <i>4. H.4.2 Explain factors affecting the growth and expansion of South Dakota</i> • <i>4. H. 2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture</i> • <i>4. H. 2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota</i> • <i>4. H. 5.1 Infer the intended and purpose of a historical source from information within the source itself</i> • <i>4. H. 5.2 Use evidence to develop a claim about the past</i> | | |
| <p>Differentiation/Assessment:</p> | <p>Classroom Management and Environment:</p> | <p>What will the students be doing?</p> |
| <p><i>Students who need the extra help receive guided notes and modified tests in an alternative setting. Some students may have tests read aloud, and study cards to prepare for assessments.</i></p> | <p><i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i></p> | <p><i>Read and discuss lessons Research and observe items involved in the fur trade Complete lesson work and vocabulary reviews Complete writing and organizers in SD Journal</i></p> |

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| | | <i>View Pathway videos</i> |
| Relevance | Vocabulary | Assessments |
| <i>Students will learn about the influence of fur traders on the tribes. They will also understand the importance of the Missouri River for trade and transportation. As settlers moved into the region, there was a difference in how the tribes and settlers viewed the changes happening in the region. They will learn the factors that lead to the development of reservations.</i> | <i>Agents Military posts Fur trading posts Tributaries Legendary Missionaries Census Capital Capitol Reservations</i> | <i>Lesson worksheets and vocabulary reviews Teacher observation Unit Assessment SD Journal organizer and writings</i> |
| Essential Questions: | | |
| <ul style="list-style-type: none"> • <i>What is the nature and impact of the fur trade?</i> • <i>What is the importance of the Missouri River for trade and travel?</i> • <i>Why were relationships between traders and tribes important?</i> • <i>How did the War of 1812 affect the fur traders and tribes?</i> • <i>What brought the end of the fur trade?</i> • <i>What is the difference in how the American Indians and settlers viewed settlements?</i> • <i>How did the tribes react to the changes brought by settlers?</i> • <i>What were the factors that lead to reservation life for the American Indians?</i> | | |

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| Unit: Homesteading and Town Building | Time: February |
| Standards Taught | |
| <ul style="list-style-type: none"> • <i>4. H. 1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota</i> • <i>4.H. 2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota</i> • <i>4.H.2.3 Describe the influence of notable South Dakotans of the development of our state</i> • <i>4. H. 2.5 Describe influences of European cultures on South Dakota communities</i> • <i>4. H. 3.1 Compare and contrast life today with life in historical time periods</i> | |

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| <ul style="list-style-type: none"> • 4. H. 4.1 Explain probable causes and effects of events and developments in South Dakota • 4. H. 4.2 Explain factors affecting the growth and expansion of South Dakota • 4. G.2.1 Compare and contrast regions of South Dakota to one another • 4. G. 3.1 Describe how natural and human conditions shape places and regions | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <p>Students who need the extra help receive guided notes and modified tests in an alternative setting. Some students may have tests read aloud, and study cards to prepare for assessments.</p> | <p>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</p> | <ul style="list-style-type: none"> • Create a brand • Homesteading activities • Research and create model of Corsica and Stickney-platted by railroads • Read and discuss lessons • Complete lesson worksheets and vocabulary reviews • Complete writings in SD Journals |
| Relevance | Vocabulary | Assessments |
| <p>Students will learn of the importance of railroads in the development of SD. They will learn how the Homestead Act brought settlers from many countries. They will understand that the rainfall and climate of the state determined the type of farming that could be done. They will also learn that the automobile changed the way people traveled and created new industry for the state.</p> | <p>Tycoon Platted Advertisement Sod house Shanty Lotteries Homestead Act Open range Moisture Pontoon bridges Immigrants</p> | <p>Lesson worksheets and vocabulary reviews Unit Assessment Town model Brands Teacher observation SD Journal writings</p> |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the railroad affect the development of SD? • How did towns come into existence? • How does rainfall and climate of SD affect farming across the state? • What made land in Dakota Territory attractive to settlers? • How did railroad companies encourage immigrants to come to Dakota? • Why was life so hard for many homesteaders? | | |

- *Why was ranching best suited to western SD?*
- *How did the automobile change transportation in SD?*

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| Unit: South Dakota Government | | Time: March |
| Standards Taught | | |
| <ul style="list-style-type: none"> • <i>4. C.1.1 Describe key events related to South Dakota’s entry into statehood</i> • <i>4. C. 2.1 Compare and contrast major themes within the SD Constitution and the U.S. Constitution</i> • <i>4. C. 3.1 Explain how groups of people make rules to create responsibilities and protect freedoms</i> • <i>4. C. 3.2 Discuss South Dakota’s government and the roles of the three branches</i> • <i>4. E. 3.1 Describe the necessity for government to collect taxes from its citizens in order to provide services to its citizens</i> | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who need the extra help receive guided notes and modified tests in an alternative setting. Some students may have tests read aloud, and study cards to prepare for assessments</i> | <i>Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand.</i> | <ul style="list-style-type: none"> • <i>Reading lessons and class discussions</i> • <i>SD Journals writing and organizers</i> • <i>Government posters</i> • <i>Lesson worksheets and vocabulary reviews</i> • <i>Viewing Pathways videos</i> • <i>Taking a virtual capital tour/or field trip</i> • <i>Role play a bill becoming a law</i> |
| Relevance | Vocabulary | Assessments |
| <i>Students will learn how to be good citizens and how they can be involved in government. They will also</i> | <i>Bill Law Veto Citizen</i> | <i>Lesson worksheets and vocabulary reviews Unit Assessment Government posters</i> |

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| <p><i>learn about the similarities and differences between state, national, and tribal government and how they help the people they serve. It is also important for them to understand who works in government and how the various jobs work together to make a strong government.</i></p> | <p><i>Candidates Impeach Justices Override Political Constitution Bill of Rights Checks and Balances Federalism Legislative branch Executive branch Judicial branch Congress Supreme Court</i></p> | <p><i>Responses to videos SD Journal organizers Teacher observations</i></p> |
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Essential Questions:

- *What is government and why do we have them?*
- *What are the differences between the national, state, and tribal governments?*
- *What is the basic structure of government based on the Constitution, branches of government, and checks and balances?*
- *What are amendments to the constitution?*
- *What are the responsibilities and rights of citizens?*
- *Why is voting important?*
- *How does a bill become a law?*
- *What are the roles and responsibilities of key government officials?*
- *Why was it important for South Dakota to become a state?*
- *How is tribal government like state and national governments?*

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| Unit: Changing Times | Time: April |
| Standards Taught | |
| <ul style="list-style-type: none"> • <i>4. H. 1.2 Generate questions about multiple historical sources and their relationships to particular historical events and developments</i> • <i>4. H. 2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota</i> • <i>4. H. 2.3 Describe the influence of notable South Dakotans of the development of our state</i> • <i>4. H.2.5 Describe how wars affected South Dakotans</i> • <i>4. H. 3.1 Compare and contrast life today with life in historical time periods</i> • <i>4. H. 4.1 Explain probable causes and effects of events and developments in South Dakota</i> • <i>4. H. 4.2 Explain factors affecting the growth and expansion of South Dakota</i> | |

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| <ul style="list-style-type: none"> • 4. G. 3.1 Describe how natural and human conditions shape places and regions • 4. E. 5.1 Describe how the economic needs of South Dakotans and people in other regions of the U.S. have been met | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| Students who need the extra help receive guided notes and modified tests in an alternative setting. Some students may have tests read aloud, and study cards to prepare for assessments | Each student has their own individual desk but table are available for group work and projects. Expectations and procedures are clearly stated and easy to understand. | <ul style="list-style-type: none"> • Reading and discussing lessons • SD Journal writings and organizers • Lesson worksheets and vocabulary reviews • Reviewing first person sources about the Great Depression • Viewing videos |
| Relevance | Vocabulary | Assessments |
| Students will learn that world events and social issues shaped South Dakota. They will also learn about technologies changed the land and the everyday lives of South Dakotans. They will also learn how new transportation and communications affected rural and urban population growth. | Depression Economy Rural Urban Topsoil Rationed Enlist Restrictions New Deal World War II Cold War Feminists Social Minorities Millennium Equal rights | Lesson worksheets and vocabulary reviews Unit Assessments SD Journal writings Video responses |
| Essential Questions: | | |
| <ul style="list-style-type: none"> • How did everyday life change for people living in the 1920s and 1930s? • How did South Dakota try to strengthen its economy during the 20s and 30s? • How did New Deal programs help people of South Dakota? • What changes did World War II have on South Dakota? • How does a cold war differ from a hot war? • How did the Missouri River change during the 1950s and 1960s? • How did new development in transportation affect small towns/large cities? | | |

- *What changes did television and internet bring to news, information gathering, and spare time?*
- *What important issues of the 1960s and 1970s are still important today?*

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| Unit: SD Notable Research/Power Point | | Time: April/May |
| Standards Taught | | |
| <ul style="list-style-type: none"> • <i>4. H. 5. 1 Infer the intended audience and purpose of historical source from information within the source itself</i> • <i>4. H.5.2 Use evidence to develop a claim about the past</i> • <i>4. H. 2.3 Describe the influence of notable South Dakotans of the development of our state</i> | | |
| Differentiation/Assessment: | Classroom Management and Environment: | What will the students be doing? |
| <i>Students who need the extra help receive research assistance and simplified documents. They will receive assistance with note taking and with organizing the report.</i> | <i>Each student has their own individual computers and work area. They will be guided with a rubric so they will know what is needed for the research project.</i> | <ul style="list-style-type: none"> • <i>Reading multiple sources of information</i> • <i>Note taking and completing a research guide</i> • <i>Organizing information into a document</i> |
| Relevance | Vocabulary | Assessments |
| <i>Students will recognize the contributions of individuals to the history of South Dakota. They will see how they were a part of important historical developments. They will see history through the life of a person who lived at that time.</i> | <i>Notable Contributions</i> | <i>Power point presentation of the South Dakotan Teacher observation Research rubric/notes</i> |
| Essential Questions: | | |
| <ul style="list-style-type: none"> • <i>How is the life of a notable South Dakotan important to the history of SD?</i> • <i>What contributions did the notable South Dakotan make to SD?</i> | | |