

4th Grade Social Studies(Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p>Week 4 A. Discovering the Social Studies (chapter 1)</p> <p>What do social scientists do? How do diverse opinions enrich a community? Why is it important to research issues and engage in civil debates?</p>	<p>A. Discovering the Social Studies</p> <p>Social scientists try to understand human behavior. They study artifacts through the perspective of 4 different traditions: economics, geography, political science, and history.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create simple definitions for the terms economist, geographer, political scientist, and historian. • Identify artifacts that social scientists use in their research. • Draw conclusions from examination of artifacts from an archaeological perspective. • Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved. 	<p>A. Discovering the Social Studies</p> <p>Vocabulary Quiz on the following words: social scientist, social science, economist, economy, geographer, political scientist, historian, archaeologist.</p> <p>ISN Pages 1-5</p> <p>Present and support choices.</p> <p>Formal Assessment (Lesson Masters pages 6-8)</p>	<p>A. Discovering the Social Studies</p> <p>Preview Chapter (20 min)</p> <p>Response Group activity (2 sessions, 45 min. each)</p> <p>Reading Further: Exploring Cahokia as an Archaeologist (30 min.)</p> <p>Processing: think like a social scientist. (30 min.)</p> <p>Assessment (30 min.)</p>	<p>A. Discovering the Social Studies</p> <ul style="list-style-type: none"> • SSA Curriculum chapter 1 pages 3-13 • Transparency 1 • Interactive Student Notebook (ISN) pages 1-5 • Lesson Masters <ul style="list-style-type: none"> ○ Student handouts 1 A-B ○ Information Master 1 • Paper bags • newspaper • trash from class trash can
September	<p>Week 1: Continue August map, Chapter 1</p>	<p>A. Exploring Regions of the United States</p>	<p>A. Exploring Regions of the United States</p>	<p>A. Exploring Regions of the United States</p>	<p>A. Exploring Regions of the United States</p>

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	<p>Weeks 2-3 A. Exploring Regions of the United States (chapter 2)</p> <ul style="list-style-type: none"> • How do geographers study the regions of the United States? • What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? <p>How does the physical environment affect human activity? How does human activity affect the environment? What geographic tools are best to locate information about a place?</p>	<p>Different kinds of maps have different purposes. Understanding maps can help us learn about different regions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Interpret a physical map of the United States by using directions and latitude and longitude. • Interpret special-purpose maps: elevation, annual rainfall, and population. • Hypothesize the locations of five photographs, using geographic information. • Analyze the relationship between river systems and people. • Research geographic information. • Explain how physical environments influenced and limited immigration into the state. • Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment. • Use geographic grids to locate places on maps and images to answer questions. 	<p>Vocabulary quiz on the following words: scale, map key, line of latitude, line of longitude, global grid, special-purpose map, coastal plain, inland, plateau, basin, levee.</p> <p>ISN pages 7-12</p> <p>Write reasons to support answers</p> <p>Formal Assessment (lesson master pages 14-16.</p>	<p>Vocabulary booklet on the following words: scale, map key, line of latitude, line of longitude, global grid, special-purpose map, coastal plain, inland, plateau, basin, levee.</p> <p>Introduce maps and regions by drawing own map of their home. (Preview 2) Intro Chap 2 (Student Editions)</p> <p>Phase 1 Learn basic map skills Student handout 2 A Interactive Desk Map Coin Transparency 2 A Geography challenge 2 A</p> <p>Phase 2 Interpreting Special Purpose Maps Student Handout 2 B Transparency 2 B Interactive Desk Map Coin</p> <p>Read Annual Rainfall map Trans 2C Interactive Desk Map Coin</p> <p>Read Population density map Trans 2 D Geography challenge 2 B</p> <p>Phase 3 Identify regions of the US Trans 2 E-I Interactive Desk Map Geography challenge 2 C (ISN)</p>	<ul style="list-style-type: none"> • SSA Curriculum chapter 2 pages 15-29 • Transparency 2 A-I • Interactive Student Notebook (ISN) pages 7-12 • Lesson Masters <ul style="list-style-type: none"> ○ Student handouts 2 A-B ○ Information Master 2 • Interactive Desk Maps • coins • classroom map of the United States

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	<p>Weeks 3-4 B. The Peopling of the United States How have different groups contributed to the United states? What social and economic decisions have caused people to locate in various regions of Colorado? How have various individuals, groups, and ideas affected the development of Colorado?</p>	<p>B. The Peopling of the United States America is so diverse today because different ethnic groups (including American Indians, Latinos, European Americans, African Americans, and Asian Americans) contributed to the growth and development of our country.</p> <p>Transfer information from the text to drawings about the settlement stories of ethnic groups.</p> <p>Identify key contributions to American society made by the five ethnic groups.</p> <p>Identify where the people who first settled in the students' neighborhoods or towns came from.</p> <ul style="list-style-type: none"> Identify and describe how major political and cultural groups have affected the development of the region. Describe interactions among people and cultures that have lived in Colorado. 	<p>B. The Peopling of the United States</p> <p>Vocabulary quiz on the following words: culture, diverse, the Americas, American Indian, colony, Latino, immigrant, European American, democracy, African American, Asian American, tenement.</p> <p>ISN pages 13-19</p> <p>Write lyrics to a song that celebrates American diversity.</p> <p>Collage</p> <p>Formal assessment (lesson masters page 19-21)</p>	<p>Reading Further Info Master 2</p> <p>B. The Peopling of the United States</p> <p>Intro that many groups have made contributions to US. (Preview 3) Student Edition Chap 3 Graphic organizer 3.1</p> <p>Vocabulary booklet on the following words: culture, diverse, the Americas, American Indian, colony, Latino, immigrant, European American, democracy, African American, Asian American, tenement.</p> <p>Creating a Class Collage- Skill Builder Student handout 3 Trans 3 A Share collages and finish reading Notes(ISN) Info Master 3</p> <p>Reading Further-New York City Prepare activity before class Trans 3 B-C Solve history Mystery</p> <p>Write lyrics to a song that celebrates American diversity. (ISN Processing 3)</p>	<p>B. The Peopling of the United States</p> <ul style="list-style-type: none"> SSA Curriculum chapter 3 pages 31-47 Transparency 3 A-C Interactive Student Notebook (ISN) pages 13-19 Lesson Masters <ul style="list-style-type: none"> Student handout 3 Information Master 3 drawing paper, assorted butcher paper research materials <p>Bessemer Historical Society Trunks- immigrants</p> <p>Novels: <i>George Washington's Socks</i> <i>Johnny Tremain</i> <i>April Morning</i> <i>My Brother Sam is Dead</i> <i>Sarah Bishop</i> <i>Rifles for Watie</i> <i>Red Badge of Courage</i> <i>Across Five Aprils</i> <i>The Killer Angels</i> <i>Sign of the Beaver</i> <i>Witch of Blackbird Pond</i></p>

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October	<p>Weeks 1-2 A. A Train Tour of the Northeast (chapter 4)</p> <p>What are the different parts of the Northeast like?</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? 	<p>A. A Train Tour of the Northeast The Northeast region of our country has many unique features, and it is an important area of our nation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Categorize key elements of the economy, geography, government, history, and people of the Northeast. Use a map of the region to trace the route of a tour through the Northeast. Identify the advantages and disadvantages of democracy, mass production, and laws. Analyze working conditions in the textile mills of Lowell, Massachusetts. Use geographic grids to locate places on maps and images to answer questions. Describe how the physical environment provides opportunities for and places constraints on human activities. 	<p>A. A Train Tour of the Northeast</p> <p>Vocabulary quiz on the following words: peak, American Revolution, canal, lock, skyscraper, mass production, Declaration of Independence, United States Constitution, mill, wage.</p> <p>ISN pages 21-25</p> <p>Gather information from an audio tour and synthesize it into a letter form.</p> <p>Conduct an interview.</p> <p>Formal Assessment (lesson master pages 33-35)</p>	<p>A. A Train Tour of the Northeast</p> <p>Preview Student Handout 4 A</p> <p>Introduce Northeast Region Student Edition Trans 4 A ISN Preview 4</p> <p>Geography Challenge Student Edition ISN Geography challenge 4</p> <p>Vocabulary booklet on the following words: peak, American Revolution, canal, lock, skyscraper, mass production, Declaration of Independence, United States Constitution, mill, wage.</p> <p>Writing for Understanding Phase 1 Gather information from an audio tour. Info Masters 4 A-C Trans 4 B-J Student Handouts 4 B-D Aluminum foil squares, paper cups, small stones CD Track 1-12</p> <p>Phase 2 Organize and synthesize Info Student Handout 4 E Info Master 4 D</p> <p>Reading Further Read about and analyze working</p>	<p>A. A Train Tour of the Northeast</p> <p>SSA Curriculum Chap 4 Transparencies 4 A-J Interactive Student Notebook (ISN) Lesson Masters Student Handouts 4 A-E Info Masters 4 A-D CD 1 Tracks 1-12 Interactive Desk map or large US map 12-inch squares of aluminum foil paper cups small stones</p>

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	<p>Weeks 3-4 B. Population Density and Life in the Northeast (chapter 5)</p> <p>How do people live in the Northeast?</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? 	<p>B. Population Density and Life in the Northeast</p> <p>The populations density in the NE affects the lives of the people who live there in different ways. Life in a megalopolis differs from that in a small town. Certain inventions and their inventions made life in our modern cities possible.</p> <p>Students will:</p> <ul style="list-style-type: none"> Simulate the population density of the Northeast and compare it with that of other regions of the United States. Evaluate the effects of population density on the lives of urban- and rural-dwelling northeasterners. Describe the relationship between inventions and changes in city life. Use geographic grids to locate places on maps and images to answer questions. 	<p>B. Population Density and Life in the Northeast</p> <p>Vocabulary quiz on the following words: megalopolis, population density, pollution</p> <p>ISN Pages 27-31</p> <p>Synthesize information from the reading into creative writing.</p> <p>Create comic strips</p> <p>Formal assessment (lesson masters pages 39-41)</p>	<p>conditions in a crowded mill. ISN Reading Further 4</p> <p>B. Population Density and Life in the Northeast</p> <p>Vocabulary booklet on the following words: megalopolis, population density, pollution</p> <p>Intro Northeast as densely populated. Trans 5 A Preview Questions in ISN</p> <p>Experiential Exercise Phase 1 Experiencing population density Prepare with Info masters 5 A-B Move desks Conduct activity Question and debrief</p> <p>Phase 2-How Population Density affects Daily life Student Edition ISN Notes 5</p> <p>Reading further Trans 5 B ISN Reading further 5</p> <p>Create comic strips ISN</p>	<p>B. Population Density and Life in the Northeast</p> <p>SSA Curriculum Chap 5 Transparencies 5 A-B Interactive Student Notebook (ISN) Lesson Masters Info Masters 5 A-B Interactive Desk map</p>

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		<ul style="list-style-type: none"> Describe how the physical environment provides opportunities for and places constraints on human activities. 			
November	<p>Week 1-2 A. A Boat and Bus Tour of the Southeast (Chapter 6)</p> <p>What factors have shaped the culture of the Southeast?</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? 	<p>A. A Boat and Bus Tour of the Southeast</p> <p>The Southeast region of our country has many important and unique features.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply map skills to locate nine important places in the Southeast. Use a map of the region to trace the route of a tour through the Southeast. Describe the major physical and human features of the Southeast. Identify the difficulties that early colonists faced in Jamestown, Virginia; some different southeastern musical traditions; and the ways in which life in America has changed since the civil rights movement. Hypothesize the impact of geographic location on art. Use geographic grids to locate places on maps and 	<p>A. A Boat and Bus Tour of the Southeast</p> <p>Vocabulary quiz on the following words: swamp, savanna, hurricane, mineral, strip mine, delta, bayou, petroleum, plantation, segregation, abstract.</p> <p>ISN pages 33-37</p> <p>Gather information from an audio tour and synthesize it into a letter form.</p> <p>Creation of quilt squares.</p> <p>Formal assessment (lesson master pages 56-58)</p>	<p>A. A Boat and Bus Tour of the Southeast</p> <p>Preview</p> <ul style="list-style-type: none"> Prior knowledge Building Background Student Edition 86-87 Trans 6 A ISN Student Handout 6 A Interactive Desk Map <p>Vocabulary booklet on the following words: swamp, savanna, hurricane, mineral, strip mine, delta, bayou, petroleum, plantation, segregation, abstract.</p> <p>Writing for Understanding</p> <p>Phase 1</p> <ul style="list-style-type: none"> Intro and tour sites 1-3, Tour sites 4-6, Tour sites 7-9 Student Editions 6.1-6.10 Trans 6 B-J Info masters 6 A-C (1 Trans +1 copy per group of 3) Student Handouts 6 B-F (1 per student) CD 1, Tracks 13-27 Dice (1 per group of 3) Game pieces (1 per student) Poster paper <p>Phase 2</p>	<p>A. A Boat and Bus Tour of the Southeast</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 6 pages 85-101 Transparencies 6 A-K ISN pages 33-37 Lesson Master <ul style="list-style-type: none"> Information Masters 6 A-D Student Handouts 6 A-F CD 1, Tracks 13-27 dice game pieces poster paint precut paper squares

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	<p>Week 3 B. The Effects of Geography on the Life in the Southeast (Chapter 7)</p> <p>How has geography helped shape daily life in the Southeast?</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? 	<p>images to answer questions.</p> <ul style="list-style-type: none"> Describe how the physical environment provides opportunities for and places constraints on human activities. <p>B. The Effects of Geography on the Life in the Southeast</p> <p>The geography of a region (including climate, elevation, natural resources, and bodies of water) affects its people.</p> <p>The students will:</p> <ul style="list-style-type: none"> Interpret geographic information from special-purpose maps and images of the Southeast. Hypothesize the effects of geography and read to confirm or correct. Report on the effects of Hurricane Andrew in Florida. Apply what has been learned by identifying the effects of geography in their own community. Use geographic grids to locate places on maps and images to answer questions. Describe how the physical environment provides 	<p>B. The Effects of Geography on the Life in the Southeast</p> <p>Vocabulary quiz on the following words: foothills, navigable, fall line, natural resource, industry, agriculture, floodplain, tornado.</p> <p>ISN pages 39-45</p> <p>Summarize ideas as written hypotheses.</p> <p>Write a letter.</p> <p>Formal assessment (lesson masters pages 60-62)</p>	<p>Letter writing Info master 6 D</p> <p>Reading Further Quilts Trans 6 K ISN Precut paper squares (24"x24", 1 per student)</p> <p>B. The Effects of Geography on the Life in the Southeast</p> <p>Preview Prior Knowledge Building Background Student Edition 7.1 Trans 7 G ISN Student Handout 7 (1 per group) Vocabulary booklet on the following words: foothills, navigable, fall line, natural resource, industry, agriculture, floodplain, tornado.</p> <p>Conduct Geographic investigation Student Edition 7.2-7.7 Trans 7 A-F ISN Placards 7 A-F (2 sets)</p> <p>Reading Further Trans 7 H ISN</p> <p>Writing a letter Summary ISN</p>	<p>B. The Effects of Geography on the Life in the Southeast</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 7 pages 103-115 Transparencies 7 A-H Placards 7 A-F ISN pages 39-45 Lesson Master <ul style="list-style-type: none"> Student Handouts 7

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		<p>opportunities for and places constraints on human activities.</p>			
<p>December</p>	<p>Weeks 1-2 A. A Crop Duster Tour of the Midwest (Chapter 8)</p> <p>Why do we call the Midwest "America's Heartland?"</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? 	<p>A. A Crop Duster Tour of the Midwest The Midwest is an important region of our country.</p> <p>The student will:</p> <ul style="list-style-type: none"> Describe the major physical and human features of the Midwest. Apply map skills to locate nine important sites in the Midwest. Use a map of the region to trace the route of a tour through the Midwest. Categorize key elements of the economy, geography, transportation, history, and people of the Midwest over time. Write about Detroit during World War II from one of two points of view. Use geographic grids to locate places on maps and images to answer questions. Describe how the physical environment provides opportunities for and places constraints on human activities. 	<p>A. A Crop Duster Tour of the Midwest</p> <p>Vocabulary Quiz on the following words: frontier, prairie, fertile, livestock, feedlot, meatpacking, reservation, assembly line, transportation hub.</p> <p>Gather information from an audio tour and synthesize it into letter form.</p> <p>ISN pages 47-51</p> <p>Formal assessment (lesson masters pages 80-82)</p>	<p>A. A Crop Duster Tour of the Midwest Prior Knowledge Build Background 8.1 Trans 8 A ISN Student Handout 8 A Vocabulary booklet on the following words: frontier, prairie, fertile, livestock, feedlot, meatpacking, reservation, assembly line, transportation hub.</p> <p>Writing for Understanding Intro and tour sites 1-3, 4-6, & 7-9 8.1-8.10 Trans 8 B-J ISN Info masters 8 A-C (1 per group of 3 + 1 trans of each) Student Handouts 8 B-D and F (1 of each per student) Student handout 8 E (25 copies per group of 6) Student Handout 8 G (1 per group of 6) CD 1 Tracks 28-39 large sheets of paper</p> <p>Phase 2 Midwest chart and letter writing Student handout 8 H (1 per student) Info master 8 D</p> <p>Reading further: Detroit in WWII</p>	<p>A. A Crop Duster Tour of the Midwest</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 8 pages 117-133 Transparencies 8 A-K ISN pages 47-51 Lesson Masters <ul style="list-style-type: none"> Student handouts 8 A-H Information Masters 8 A-D CD 1, Tracks 28-39 large sheets of paper

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	<p>Weeks 2-3 B. Agricultural Changes in the Midwest (Chapter 9)</p> <p>How has farming changed in the Midwest over time?</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? 	<p>B. Agricultural Changes in the Midwest Agriculture in the Midwest changed greatly from 1800 to today. The largest crop grown there today is corn.</p> <p>Students will:</p> <ul style="list-style-type: none"> Graph numerical information from text. Make and check predictions, and hypothesize explanations. Analyze images. Compare and contrast farm size, farm techniques, and farm life from 1800 to today. Use geographic grids to locate places on maps and images to answer questions. Describe how the physical environment provides opportunities for and places constraints on human activities. 	<p>B. Agricultural Changes in the Midwest</p> <p>Vocabulary Quiz on the following words: self-sufficient, dairy, reaper, combine, sod, canning, agribusiness, fertilizer, pesticide, maize, renewable resource.</p> <p>Articulate and support ideas in a presentation.</p> <p>Synthesize information for interview responses.</p> <p>ISN pages 53-61</p> <p>Draw what farming looks like at three points in time.</p> <p>Formal assessment (lesson masters pages 94-96)</p>	<p>Trans 8 K ISN</p> <p>B. Agricultural Changes in the Midwest</p> <p>Prior Knowledge and Build Background ISN Preview 9 (trans from ISN) Vocabulary booklet on the following words: self-sufficient, dairy, reaper, combine, sod, canning, agribusiness, fertilizer, pesticide, maize, renewable resource.</p> <p>Visual discovery-Exploring Midwest Farming Phase 1--1800s 9.1-9.4 Trans 9 A-B ISN Info master 9 A (1-3, cut)</p> <p>Phase 2--1900 9.5-9.7 Trans 9 C Placards A-I ISN Student handout 9 A (1 cut) Info master 9 B</p> <p>Phase 3--Today 9.8-9.10, summary Trans 9 D ISN Student Handout 9 B (1 per student) Student handout 9 C (1 nametag per student cut apart)</p>	<p>B. Agricultural Changes in the Midwest</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 9 pages 135-149 Transparencies 9 A-E ISN pages 47-51 Lesson Masters <ul style="list-style-type: none"> Student handouts 9 A-C Information Masters 9 A-D

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				Info masters 9 C-D Reading further-uses of corn trans 9 E ISN	
January	<p>Weeks 1-2 A. A Big Rig Tour of the Southwest (Chapter 10)</p> <p>How have geography and history shaped life in the Southwest?</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? Why did settlements and large cities develop where they did in Colorado? How are the regions of Colorado defined by geography? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? What physical characteristics led various cultural groups to select the places they did for settlement in Colorado? 	<p>A. A Big Rig Tour of the Southwest</p> <p>The Southwest is another important region in our country. Both geography and history have greatly impacted the Southwest region.</p> <p>The students will:</p> <ul style="list-style-type: none"> Trace the path of a tour through the Southwest on a map of the region. Analyze the design of the Hoover Dam. Identify the challenges faced by people along the U.S.-Mexico border. Reenact and describe the land rush in Oklahoma. Use geographic grids to locate places on maps and images to answer questions. Describe how the physical environment provides opportunities for and places constraints on human activities. Explain how physical environments influenced and limited immigration from the state. Describe how places in Colorado are connected by 	<p>A. A Big Rig Tour of the Southwest</p> <p>Vocabulary Quiz on the following words: mesa, desert, adapt, aqueduct, dam, canyon, cave, cavern, border, mission, rebellion, capital.</p> <p>Gather information from an audio tour and synthesize it to letter form.</p> <p>Write a newspaper article about the battle at the Alamo.</p> <p>ISN pages 63-67</p> <p>Formal Assessment (Lesson Masters pages 118-120.</p>	<p>A. A Big Rig Tour of the Southwest</p> <p>Vocabulary booklet on the following words: mesa, desert, adapt, aqueduct, dam, canyon, cave, cavern, border, mission, rebellion, capital.</p> <p>Trip to the Pueblo Reservoir??</p>	<p>A. A Big Rig Tour of the Southwest</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 10 pages 151-167 Transparencies 10 A-K ISN pages 63-67 Lesson Masters <ul style="list-style-type: none"> Information Masters 10 A-D Student Handouts 10 A-H CD 2, Tracks 1-10 Interactive Desk Map or Large US map

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	<p>Weeks 3-4 B. A Case Study in Water Use: The Colorado River (Chapter 11)</p> <p>How do people depend on the Colorado river and share its water?</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? How did Colorado settlers alter their environment to facilitate communication and 	<p>movement of goods and services and technology.</p> <ul style="list-style-type: none"> Answer questions about Colorado regions using maps and other geographic tools. Create and investigate geographic questions about Colorado in relation to other places. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity. <p>B. A Case Study in Water Use: The Colorado River</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify geographic features in the Colorado River Basin. Identify the impact of limited resources on people. Enact the experiences of groups that have shared water from the Colorado River. Make predictions about water resources. Create a map of water users along the Colorado River and identify challenges water users face. Use geographic grids to locate places on maps and images to answer questions. Describe how the physical 	<p>B. A Case Study in Water Use: The Colorado River</p> <p>Vocabulary Quiz on the following words: source, tributary, river basin, drought, irrigation, reservoir, conservation, wastewater.</p> <p>Label maps to identify water users and show their locations in the Colorado River Basin.</p> <p>Create educational posters about water use.</p> <p>ISN pages 69-75</p> <p>Formal Assessment (Lesson Masters pages 130-132)</p>	<p>B. A Case Study in Water Use: The Colorado River</p> <p>Vocabulary Quiz on the following words: source, tributary, river basin, drought, irrigation, reservoir, conservation, wastewater.</p> <p>College hosts a water day (to learn about different aspects of Colorado and especially our area) in April or May of each year.</p>	<p>B. A Case Study in Water Use: The Colorado River</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 11 pages 169-183 Transparencies 11 A-C ISN pages 69-75 Lesson Masters <ul style="list-style-type: none"> Information Masters 11 A-E Interactive Desk Maps Masking Tape or blue tape drinking water 4 clear/opaque pitchers large bucket or trash can 3-ounce paper cups

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	transportation?	environment provides opportunities for and places constraints on human activities. <ul style="list-style-type: none"> • Answer questions about Colorado regions using maps and other geographic tools. • Create and investigate geographic questions about Colorado in relation to other places. • Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity. 			
February	<p><u>Weeks 1-4</u> A. A Van and Airplane tour of the West (Chapter 12)</p> <p>What are the features that have drawn people to the West?</p> <ul style="list-style-type: none"> • Which geographic tools are the best to locate information about a place? • How does the physical location of Colorado affect its relationship with other regions of the United States and the World? • How does the physical environment affect human activity? • How does human activity affect the environment? 	<p>A. A Van and Airplane tour of the West</p> <p>Identify reasons why the West has attracted people.</p> <p>Apply map skills to locate nine important sites in the West.</p> <p>Trace the path of a tour through the West on a map of the region.</p> <p>Describe the physical and human features of the West.</p> <p>Use geographic grids to locate places on maps and images to answer questions.</p>	<p>A. A Van and Airplane tour of the West</p> <p>Vocabulary Quiz on the following words: pass, expedition, geyser, technology, gorge, sawmill.</p> <p>Gather information from an audio tour and synthesize it into letter form.</p> <p>Create a brochure to promote the Pacific Crest Trail.</p> <p>ISN pages 77-81</p> <p>Formal Assessment (Lesson Masters pages 155-157)</p>	<p>A. A Van and Airplane tour of the West</p> <p>Vocabulary booklet on the following words: pass, expedition, geyser, technology, gorge, sawmill.</p>	<p>A. A Van and Airplane tour of the West</p> <ul style="list-style-type: none"> • SSA Curriculum Chapter 12 pages 185-201 • Transparencies 12 A-F • ISN pages 77-81 • Lesson Masters <ul style="list-style-type: none"> ○ Information Masters 12 A-E ○ Student Handouts 12 A-F • CD 2, Tracks 11-21 • Interactive Desk Maps or large US map

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		Describe how the physical environment provides opportunities for and places constraints on human activities.			
March	<p>Weeks 1-3 A. Cities of the West (Chapter 13)</p> <p>What attracts people to the cities of the West?</p> <ul style="list-style-type: none"> Which geographic tools are the best to locate information about a place? How does the physical location of Colorado affect its relationship with other regions of the United States and the World? How does the physical environment affect human activity? How does human activity affect the environment? How can government answer questions about issues in a state in various ways? How does an individual's experience and background influence perception of an issue? Why is it important to research issues and engage in civil debates? 	<p>A. Cities of the West</p> <p>Identify characteristics of the geography, history, people, economy, and recreational activities of seven cities in the West.</p> <p>Identify ways in which people in Portland, Oregon, keep the city beautiful and help the environment.</p> <p>Compare western cities to students' own community using a Venn diagram.</p> <p>Use geographic grids to locate places on maps and images to answer questions.</p> <p>Describe how the physical environment provides opportunities for and places constraints on human activities.</p> <p>Provide supportive arguments for both sides of a current public policy debate.</p> <p>Discuss how various individuals and groups influence the way an issue affecting the state is viewed and resolved.</p>	<p>A. Cities of the West</p> <p>Vocabulary quiz on the following words: mint, Mormon, oasis</p> <p>Analyze television commercials for their purpose, content, and persuasiveness.</p> <p>Write a slogan and script for a television commercial to promote a city of the West, and perform the commercial.</p> <p>ISN pages 83-90</p> <p>Compare western cities to students' own community using a Venn diagram.</p> <p>Formal Assessment (Lesson Masters pages 167-169)</p>	<p>A. Cities of the West</p> <p>Vocabulary booklet on the following words: mint, Mormon, oasis</p> <p>Television commercials</p>	<p>A. Cities of the West</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 13 pages 203-223 Transparencies 13 A-B ISN pages 83-90 Lesson Masters <ul style="list-style-type: none"> Information Master 13 Student Handout 13 CD 2, Track 22

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		Define positive and negative economic incentives.			
April	<p>Weeks 1-2 A. Researching Your State's Geography (Chapter 14)</p> <p>How has geography influenced life in your state?</p> <p>Why did settlements and large cities develop where they did in Colorado? How are the regions of Colorado defined by geography? How does the physical environment affect human activity? How does human activity affect the environment?</p> <p>Weeks 3-4 B. Researching Your States History (Chapter 15)</p> <p>How can you learn about your states history?</p> <p>In what ways have geographic,</p>	<p>A. Researching Your State's Geography</p> <p>Identify the major geographic features of their state.</p> <p>Create a board game that details the geography of their state.</p> <p>Select an object for a time capsule from which archaeologists of the future could draw conclusions about the geography of where the student lives.</p> <p>Answer questions about Colorado regions using maps and other geographic tools. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.</p> <p>B. Researching Your States History</p> <p>Sequence events on a timeline. Construct a timeline of events showing the relationship of events in</p>	<p>A. Researching Your State's Geography</p> <p>Vocabulary quiz on the following words: physical geography, human geography, demographics, geographic inquiry process.</p> <p>ISN pages 91-95</p> <p>Find information using maps, books, and the Internet.</p> <p>Creation of game.</p> <p>Formal Assessment (Lesson masters pages 179-181)</p> <p>B. Researching Your States History</p> <p>Vocabulary quiz on the following words: primary source, secondary source, archive.</p>	<p>A. Researching Your State's Geography</p> <p>Vocabulary booklet on the following words: physical geography, human geography, demographics, geographic inquiry process.</p> <p>Create a board game that details the geography of their state.</p> <p>Select an object for a time capsule from which archaeologists of the future could draw conclusions about the geography of where the student lives.</p> <p>B. Researching Your States History</p> <p>Vocabulary booklet on the following words: primary source, secondary source, archive.</p> <p>Read and write a script for a talking</p>	<p>A. Researching Your State's Geography</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 14 pages 225-235 Transparency 14 ISN pages 91-95 Lesson Masters <ul style="list-style-type: none"> Student Handouts 14 A-E Information Master 14 Crayons or markers cardboard, poster paper, and other material for construction a game a few board games and/or copies of board game directions (optional) <p>B. Researching Your States History</p> <ul style="list-style-type: none"> SSA Curriculum Chapter 15 pages 237-247 Transparency 15 ISN pages 97-100

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>economic, cultural, and technological changes influenced Colorado today? To what extent have unity and diversity shaped Colorado?</p>	<p>Colorado history with events in the US and World history.</p> <p>Identify primary and secondary sources of information. Analyze primary source historical accounts related to Colorado history to understand cause and affect relationships. Explain the cause-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado.</p> <p>Identify details of the settlement, growth, and development of our states.</p> <p>Research a building in their state to learn about state history.</p> <p>Describe the development of the political structure in Colorado history. Include but not limited to an understanding of the Colorado Constitution and the relationship between state and national government. Describe the impact of various technological developments. Include, but not limited to the state of Colorado, changes in mining technology, changes in transportation, early 20th century nuclear and computer technological changes.</p>	<p>Write and read a script.</p> <p>Record questions to ask while doing research.</p> <p>ISN pages 97-100</p> <p>Formal Assessment (Lesson Masters pages 189-191</p>	<p>building.</p>	<ul style="list-style-type: none"> • Lesson Masters <ul style="list-style-type: none"> ○ Student Handouts 15 A E ○ Information Master 15 • Interactive desk maps or a large map of the U.S.
<p>May</p>	<p><u>Weeks 1-2</u> A. Researching Your State's</p>	<p>A. Researching Your State's Economy</p>	<p>A. Researching Your State's Economy</p>	<p>A. Researching Your State's Economy</p>	<p>A. Researching Your State's Economy</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>Economy (Chapter 16)</p> <p>What do you need to know to understand your state's economy?</p> <ul style="list-style-type: none"> Why are different goods and services important at different times in Colorado's history? How have science and technology changed the economy of Colorado? How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado? What different ways does an individual have to get information when making a decision? How do you know when you've made a good decision? How do you know when you've made a bad decision? 	<p>Identify the primary economic activities of the state.</p> <p>Identify the three factors of production. Define positive and negative economic incentives. Define choice and opportunity cost. Analyze different choices and their opportunity costs. Give examples of the opportunity costs for individual decisions.</p> <p>Explain how the geography and natural resources of the state relate to the state's economic activities. Explain how the productive resources- natural, human, and capital- of Colorado have influenced the types of goods produced and services provided.</p> <p>Create a museum exhibit about an important economic activity of the state.</p> <p>Make choices about whether to spend or save money. Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives.</p> <p>Identify risks that individuals face (PFL) Analyze methods of limiting financial risk (PFL)</p> <p>B. Researching Your State's</p>	<p>Vocabulary quiz on the following words: good, service, scarcity, market, factor of production, tax, budget.</p> <p>Research and organize information on the state's economy.</p> <p>Orally present information about one aspect of the state's economy.</p> <p>Compare the community's economy with that of the state.</p> <p>ISN pages 100-105</p> <p>Formal Assessment (Lesson Masters pages 202-204)</p>	<p>Vocabulary booklet on the following words: good, service, scarcity, market, factor of production, tax, budget.</p> <p>Conduct economic research and create a wax museum.</p>	<ul style="list-style-type: none"> SSA Curriculum chapter 16 pages 249-259 Transparency 16 ISN pages 100-105 Lesson Masters <ul style="list-style-type: none"> Student Handouts 16 A-F Poster paper colored markers blank stickers

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Weeks 3-4</u> B. Researching Your State's Government (Chapter 17)</p> <p>How does your state's government work?</p> <ul style="list-style-type: none"> • How can government answer questions about issues in a state in various ways? • How do diverse opinions enrich a community? • How does an individual experience and background influence perception of an issue? • Why is it important to research issues and engage in civil debates? • Why is Colorado's Constitution important to individuals? • What would state governments look like if one of the branches had more power than the others? • What would Colorado be like without a state government? • To what extent were various individuals and organization 	<p>Government</p> <p>Identify state problems and propose solutions.</p> <p>Define the three branches of state government and what each does. Explain the origins, structures, and functions of the three branches of the state government and the relationships among them.</p> <p>Identify some rights and responsibilities of citizens. Identify and explain a variety of roles leaders, citizens, and others play in state government. Identify and explain the services state government provides and how those services are funded. Explain the historical foundation and the events that led to the formation of the Colorado government. Describe how the decisions of the state government affect local government and interact with federal law.</p>	<p>B. Researching Your State's Government</p> <p>Vocabulary quiz on the following words: federal government, state government, citizen, local government, system of checks and balances, republic, legislator, bill, state constitution, right of free petition.</p> <p>Describe the process of how an idea becomes a state law.</p> <p>Write a letter to a state leader.</p> <p>ISN Pages 107-110</p> <p>Formal Assessment (Lesson Masters pages 208-210)</p>	<p>B. Researching Your State's Government</p> <p>Vocabulary booklet on the following words: federal government, state government, citizen, local government, system of checks and balances, republic, legislator, bill, state constitution, right of free petition.</p> <p>Learn about state government and write a letter to a state leader.</p> <p>Visit the city or state government.</p>	<p>B. Researching Your State's Government</p> <ul style="list-style-type: none"> • SSA Curriculum chapter 17 pages 261-271 <p>Transparency 17</p> <p>Placards 17 A-G (2 sets)</p> <p>ISN pages 107-110</p> <p>Lesson Masters</p> <ul style="list-style-type: none"> • Student Handouts 17 A-B • Information Master 17

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	in the state important in the development of Colorado's government?				