

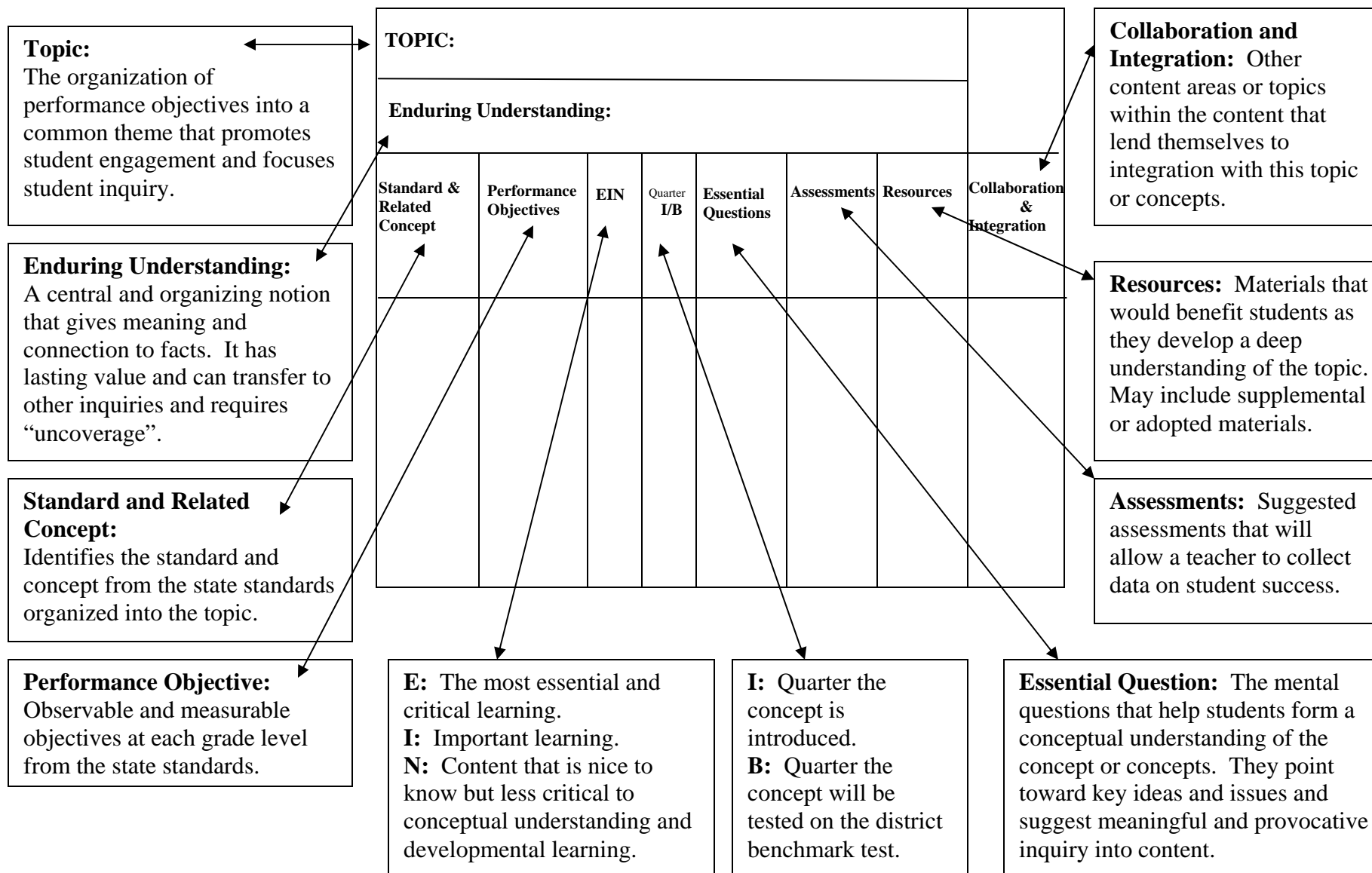
Deer Valley Unified School District Social Studies Curriculum



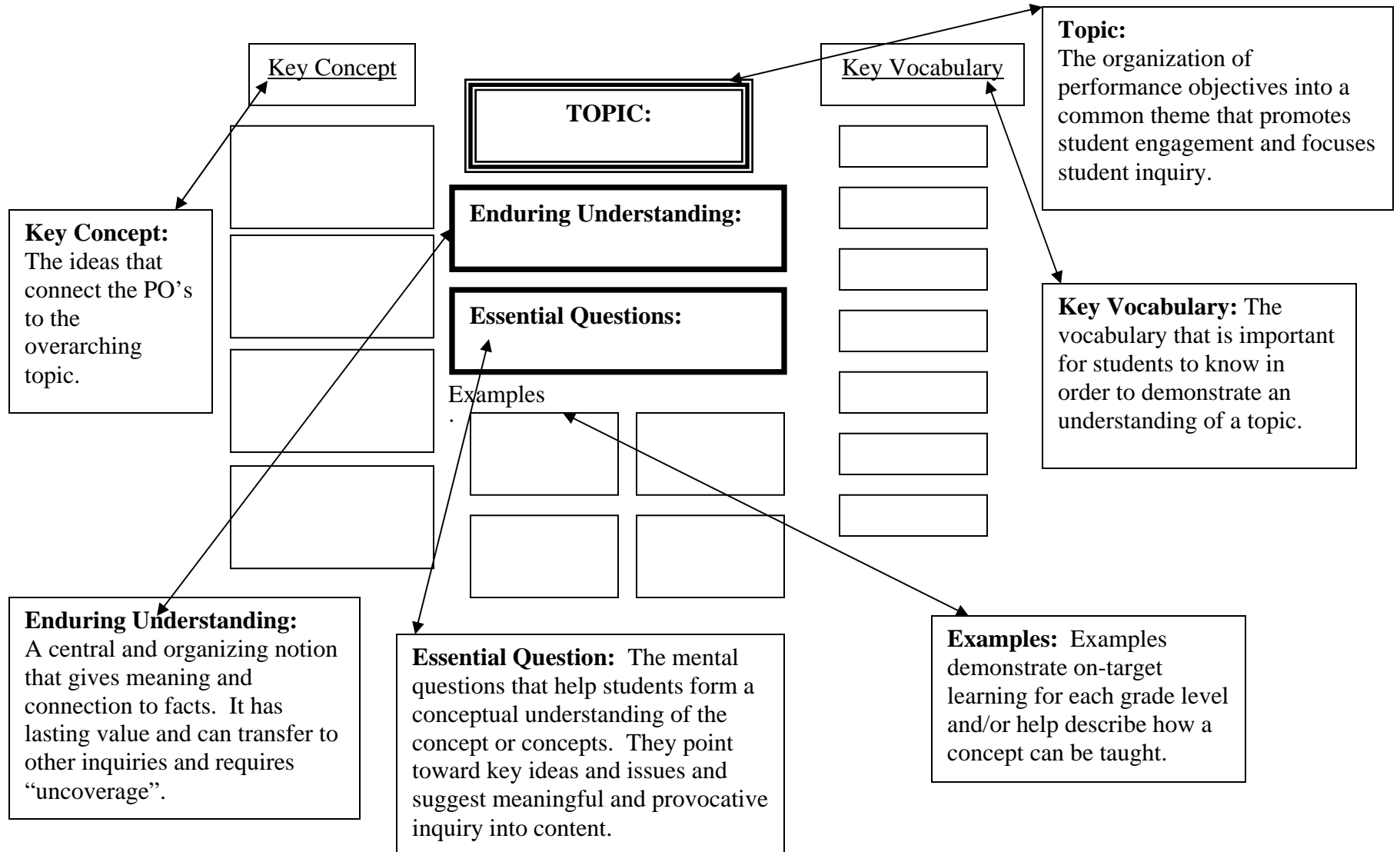
Fourth Grade

REVISED 02/28/06

Curriculum Definition Page



Concept Map Definition Page



Deer Valley Social Studies Quarterly Scope

Grade: 4th

TOPIC: American History						Quarter this will be taught:
Enduring Understanding: Past civilizations and major events contributed to the growth and development of Arizona and the United States.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 2: Early Civilizations	PO 1. Describe the legacy and cultures of prehistoric people in the Americas: a. characteristics of hunter-gatherer societies b. development of agriculture	I	Who are the early contributors to the settlement of Arizona? What contributions have early civilizations made to society?			
	PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblos), and Hohokam (i.e., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).	I				
	PO 3. Identify other groups residing in the Southwest during this period (e.g., Patayan, Sinagua, Salado).	I				
	PO 4. Identify the early civilizations that developed into empires in Central and South America (i.e., Maya, Aztec, Inca/Inka).	I/N				
	PO 5. Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.	N				
Strand 4 Concept 5: Environment and Society	PO 1. Describe human dependence on the physical environment and natural resources to satisfy basic needs.	I	What are natural resources and how do we utilize them?			
	PO 2. Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.	N				
	PO 3. Describe the impact of human modifications on the physical environment and ecosystems (e.g., dams, mining, air	I				

Key Concepts:

Identify characteristics of hunter-gatherer societies.

Identify natural resources and their importance to Arizona.

Recognize the contributions of groups living in the Southwest (architecture, mathematics etc).

Explain reasons for the Spanish exploration in Mexico and the Southwest and the impact of Spanish colonization..

Understand how the movement of people, goods, and ideas are used in Mexico and Arizona.

TOPIC: American History

Enduring Understanding:

Past civilizations and major events contributed to the growth and development of Arizona and the United States.

Essential Question(s):

What are natural resources and how do we utilize them?
Who are the early contributors to the settlement of Arizona?
What contributions have early civilizations made to society?

Examples:

Read and discuss
Arizona weekly

Create murals
depicting the Spanish
influence over the
Southwest.

Map locations of the
routes of explorers and
missionaries and overlay
with a current map.

Writing-
Research the history of
movement of people and
goods from Mexico to
Arizona

Vocabulary

Prehistoric

Adaptation

Natural resource

Eco system

Exploration

Colonization

Region

Civilizations

Settlement

Society

Contribution

Deer Valley Social Studies Quarterly Scope

Grade: 4th

TOPIC: Arizona Development						Quarter this will be taught: _____
Enduring Understanding: Understand various economic, geographic and human factors that effected the development of the state of Arizona						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 7: Emergence of the Modern United States	PO 1. Describe the economic development of Arizona: a. mining b. ranching c. farming and dams PO 2. Describe the advent of innovations in transportation that helped Arizona's growth and economy, (e.g., steamboats, freighting, stagecoaches, railroads). PO 3. Identify key individuals and groups related to Arizona territorial days and early statehood (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Maneulito, Cochise.) PO 4. Recognize that Arizona changed from a territory to a state on February 14, 1912. PO 5. Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).	E	How does the geography of Arizona affect profit and risk of entrepreneurs?			
		I E I	What are the factors that influence the economic development of Arizona?			
Strand 4 Concept 1: The World in Spatial Terms	PO 7. Locate physical and human features in Arizona using maps, illustrations, or images: a. physical – Grand Canyon, Mogollon Rim, Colorado River b. human – Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam PO 1. Describe the impact of geographic features (rivers, mountains, resources, deserts, climate) on migration and the location of	E	Who are key individuals and groups related to the development of Arizona's statehood?			
Strand 4 Concept 6: Geographic Applications		E				

Strand 4 Concept 2: Places and Regions Strand 5 Concept 5:Personal Finance Strand 1 Concept 7: Emergence of the Modern United States Strand 4 Concept 4: Human Systems	human activities (e.g., exploration, mining, transportation routes, settlement patterns). PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).		What and where are the major landforms of Arizona?			
	PO 1. Describe how regions, such as the Southwest, have distinct physical and cultural characteristics PO 2. Locate the landform regions of Arizona (plateau, mountain, and desert) on a map. PO 1. Describe how interest is an incentive to saving money.	E E				
	PO 2. Describe the advent of innovations in transportation that helped Arizona's growth and economy, (e.g., steamboats, freighting, stagecoaches, railroads).	I/E				
	PO 3. Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.	I/E				

Key Concepts:

Locate the 3 regions of Arizona and explain how they relate to economic development

Identify the 5 C's of Arizona and the relevance to the economy.

Identify key individuals and groups related to Arizona's territorial days and early statehood.

Locate Native American communities and reservations on a map and explain relationship to current governments.

Explain major events leading to Arizona's statehood.

TOPIC: Arizona Development

Enduring Understanding:

Understand various economic geographic and human factors that effected the development of the state of Arizona.

Essential Question(s):

How does the geography of Arizona affect profit and risk of entrepreneurs?

What are the factors that influence the economic development of Arizona?

Who are key individuals and groups related to the development of Arizona's statehood?

What and where are the major landforms of Arizona?

Examples:

Make a model of the seal of Arizona or create own seal using historical information

Memory game, matching names to accomplishment to places on the map.

Divide the class into the three regions of Arizona and the students become places and people within those regions as the present to the class.

Writing Prompt:

Identify a group of people important to Arizona's history and write a saga of their journey.

Vocabulary

Economy

Plateau

Territory/state

Natural resources

Human resources

Capitol resources

Manufacturing

Entrepreneur

Tourism

Mining

Precipitation

Agriculture/technology

Deer Valley Social Studies Quarterly Scope

Grade: 4th

TOPIC: American/Arizona History						Quarter this will be taught: _____
Enduring Understanding: Various factors contributed to the development of the United States and Arizona						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 5: Westward Expansion	PO 1. Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution. PO 2. Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.	I E	What factors have contributed to the growth of major U.S. cities?			
	Strand 4 Concept 4: Human Systems	PO1. Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities. PO 3. Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.			E E	
Strand 1 Concept 5: Westward Expansion		PO 3. Describe events that led to Arizona becoming a possession of the United States: a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe-Hidalgo) c. Gadsden Purchase PO 4. Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching). PO 5. Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans:	E/I I I		How did Arizona become a state? What are the cultural characteristics of the Arizona population?	

	a. Indian Wars b. Navajo Long Walk c. formation of reservations					
Strand 1 Concept 6: Civil War and Reconstruction	PO 1. Describe events in Arizona during the Civil War: a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory	N				

Key Concepts:

Explain the relevance of the Mexican Revolution

Identify American explorers and trappers on the development of the Southwest

List and describe the factors that have contributed to the settlement, economic development and growth of major cities

Explain how the building of transportation routes lead to the development of Arizona

Describe cultural characteristics of Arizona's diverse population

Identify reasons why Arizona wanted to be a state

TOPIC: American/Arizona History

Enduring Understanding:

Various factors contributing to the development of the United States and Arizona

Essential Question(s):

What factors have contributed to the growth of major U.S. cities?
What significance has the development of transportation played in the development of Arizona?
How did Arizona become a state?
What are the cultural characteristics of the Arizona population?

Examples:

Create maps of routes that explorers took and compare today's road systems.

Timeline-Overlay migration and industrialization of Arizona and make deduce causation.

Guest speakers from Arizona Historical Society, such as Mountain Man.

Compare revolutions of America and Mexico.

Vocabulary

Governance

Economic development

Transportation

Possession

Newcomer

Diverse

Cultural

Conflict

Territory

Population

Diverse

Deer Valley Social Studies Quarterly Scope

Grade: 4th

TOPIC: World History						Quarter this will be taught:
Enduring Understanding: To establish an awareness of world transitions and current events.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2 Concept 3: World in Transition	PO 1. Discuss life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas: a. life in castles b. knights traveling to new places during the Crusades c. desire for new routes to the Indies	N	Why did Spain and Portugal seek new trade routes? Why is it important to be aware of local, national and world events?			
Strand 2 Concept 5: Encounters and Exchange	PO 1. Describe the reasons for Spanish and Portuguese explorations of the Americas (e.g., trade routes, gold). PO 2. Describe the impact of European explorers’ encounters with the Aztec and Inca/Inka. Connect with: Strand 1 Concept 3	N N				
Strand 5 Concept 2: Microeconomics	PO 1. Discuss how price incentives affect peoples’ behavior and choices (e.g., which crops to grow, which products to purchase).	N				
Strand 4 Concept 1: The World in Spatial Terms	PO 4. Construct charts and graphs to display geographic information.	I				
Strand 4 Concept 4:Human Systems	PO1. Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.	I				

Strand 1 Concept 1: Research Skills for History	PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblos), and Hohokam (i.e., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).	I				
	PO 3. Identify other groups residing in the Southwest during this period (e.g., Patayan, Sinagua, Salado)	I				
Strand 2 Concept 1: Research Skills for History	PO 2. Describe the difference between primary and secondary sources.	I				
	PO 3. Locate information using both primary and secondary sources.	I				
Strand 4 Concept 6: Geographic Applications	PO 2. Discuss geographic knowledge and skills related to current events.					
Strand 1 Concept 10: Contemporary United States	PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	E/I				
	PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	I				

Key Concepts:

Identify reasons for wanting a new trade route to the Indies.

Describe reasons for Spanish and Portuguese explorations of the Americas (gold, trade routes).

Describe current events and be able to interpret information.

TOPIC: World History

Enduring Understanding:

Establish an awareness of world transitions and current events.

Essential Question(s):

Why did Spain and Portugal seek new trade routes?

Why is it important to be aware of local, national and world events?

Examples:

With cooperative groups, create a news program using multiple international stories.

Create maps of lost treasure that can be found in areas of Spanish and Portuguese routes.

Compare various forms of media (books, internet, television) using the same news story. Identify the fact from the opinion.

Writing Prompt:

Write an essay about why we trade with other countries.

Vocabulary

Primary source

Secondary source

Headline

Byline

Dateline

Trade

Exploration

Civilizations

Deer Valley Social Studies Quarterly Scope

Grade: 4th

TOPIC: World History and the Impact it had on Arizona						Quarter this will be taught:
Enduring Understanding: Major world events affected Arizona and the United States						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 8: Great Depression and World War II.	PO 1. Describe changes in the lives of U.S. and Arizona residents during the Great Depression: a. poverty b. unemployment c. loss of homes or businesses d. migration.	E/I	How did the Great Depression impact United States and Arizona citizens?			
Strand 5 Concept 2: Microeconomics	PO 6. Identify the role of financial institutions in providing services (e.g., savings accounts and loans). Concept 3:	I				
Strand 5 Concept 5: Personal Finance	PO 1. Describe how interest is an incentive to saving money.	I				
Strand 5 Concept 1: Foundations of Economics	PO 2. Identify that specialization improves standards of living (e.g., medical care, home building, and agriculture).	I				
Strand 1 Concept 8: Great Depression and World War II	PO 2. Describe the reasons for the U.S. becoming involved in World War II (e.g., German and Japanese aggression).	I	How were Arizona citizens involved in WWII?			
	PO 3. Describe the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and Hispanic contributions, POW camps, relocation of Japanese Americans).	I				
	PO 4. Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).	I				
Strand 5 Concept 1:	PO 1. Explain the decision for a personal spending choice	I				

Strand 1 Concept 9: Postwar United States Strand 1 Concept 10: Contemporary United States	PO 1. Describe changes that took place in Arizona during the postwar era (e.g., population growth, economic growth, and cultural diversity, civil rights).	I				
	PO 3. Describe the influence of key individuals in Arizona (e.g., Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain). PO 4. Discuss the contributions of diverse populations to Arizona.	I N				

Key Concepts:

Identify the factors that contributed to the Great Depression

Identify ways Arizonans contributed to WWII.

Describe the impact of the Great Depression and WWII on the lives of Arizonans and the United States

Describe changes that took place in Arizona during the postwar era.

TOPIC: The World and its Impact on Arizona

Enduring Understanding:

Major world events affected Arizona and the United States.

Essential Question(s):

How did the Great Depression impact the U.S. and the citizens of Arizona?

How were Arizona citizens involved in WWII?

Examples:

Compare prewar/postwar Arizona or the United States using pictures of technology, life style, and entertainment.

Web Quest/Internet scavenger hunt.

Arizona Jeopardy

Summarize the impact WWII had on Arizona

Vocabulary

Migration

Poverty

Unemployment

Institution

Finance

Interest

Incentive

Specialization

Aggression

Relocation

Civil rights

Population

Deer Valley Social Studies Quarterly Scope

Grade: 4th

TOPIC: Civics/Government						Quarter this will be taught:
Enduring Understanding: My role as a U.S. citizen is to be responsible and know my rights and freedoms.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 3 Concept 1: Foundations of Government	PO 1. Describe state and national symbols and monuments that represent American democracy and values: a. Great Seal of the United States b. Arizona symbols (e.g., seal, flag) c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean and Vietnam Memorials)	I	How does the government support our rights and freedoms as citizens?			
	PO 2. Identify the rights and freedoms supported by the following documents: a. Preamble of the U.S. Constitution b. Bill of Rights c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self Note: Aligns to State Statute)	E	What are the effects of violating laws?			
	PO 3. Describe Arizona’s transition from territory to statehood: a. locations of capital b. founding people c. Arizona’s constitution	I	What are your rights and responsibilities as a United States citizen?			
	PO 4. Describe the varied backgrounds of people living in Arizona: a. shared principles, goals, customs and traditions b. diversity in one’s school and community c. benefits and challenges of a diverse population.	I	Why should you be a responsible citizen?			

Strand 3 Concept 2: Structure of Government	PO 1. Describe the three branches of State and National Government: a. Executive b. Legislative c. Judicial	I				
	PO 2. Describe different levels of government (e.g., local, tribal, state and national).	I				
	PO 1. Describe the major responsibilities of state government: a. making laws b. enforcing laws c. collecting taxes Connect with: Strand 5 Concept 2	I				
	PO 2. Describe the major responsibilities of the local government (e.g., city, county): a. determining land use b. enforcing laws c. overlapping responsibilities with state government PO 3. Describe the possible consequences of violating laws.	I				
Strand 5 Concept 2: Microeconomics	PO 2. Describe why state and local governments collect taxes (e.g., schools, fire, police, libraries). PO 3. Describe how education, skills, and career choices affect income.	I/E				
Strand 3 Concept 4: Rights Responsibilities and roles of citizenships	PO 1. Discuss ways an individual can contribute to a school or community.	E				
	PO 2. Identify traits of character that are important to the preservation and improvement of democracy (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance).	E				
	PO 3. Describe the importance of citizens	E				

	being actively involved in the democratic process (e.g., voting, campaigning, civil service community service, jury duty).					

Key Concepts:

Describe state and national symbols and monuments that represent American Democracy

Describe Arizona's transition from territory to statehood and the varied background of people living in Arizona

Describe the 3 branches of State and National government

Describe the different levels of government and their responsibilities?

Identify the importance of citizens being involved in their community and the democratic process

TOPIC: Civics/Government

Enduring Understanding:

My role as a U.S. citizen is to be responsible and know my rights and freedoms.

Essential Question(s):

How does the government support our rights and freedoms as citizens?

What are the effects of violating laws?

What are your rights and responsibilities as a United States Citizen?

Examples:

Bill of Rights-
simulation game
Website:
www.archives.gov

Violating laws-
consequences, graphic
organizers

Writing Prompt: What is
your role as a U.S. citizen?

Kids Voting Curriculum

-Character Counts
-Service Learning Projects
<http://www.ysa.org/nysd>
<http://www.pointsoflight.org>
<http://www.learnandserve.org>

Vocabulary

Democracy

Monuments

Executive

Legislative

Judicial

Responsibility

Community

Diversity

Consequence

Violation

Freedom

Memorial