

Centerville-Abington Elementary Curriculum Mapping
Social Studies – 4th Grade
 1st Nine Weeks
 Cheryl Oesterling

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
1 st Quarter Week 1	4.3.4 4.3.6 4.3.13	Geographical Formation and Mammals <ul style="list-style-type: none"> • Learn what fossils are made of, and the kinds of fossils found in Indiana • Why did Indiana not have dinosaurs? 	Indiana Studies Weekly Week 1 Newspaper “Marine Fossils” matching game on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers First Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 10: Quiz 	Geography Landform: Lithosphere Hydrosphere Biosphere Continent Mammal Force (NCA Science) Physical Characteristics (NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment

<p>Week 2</p>	<p>4.1.6 4.2.4 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.7 4.3.8 4.3.9 4.3.13</p>	<p>Indiana's Glacier and Regions</p> <ul style="list-style-type: none"> • Study the Ice Age and the effects glaciers had on Indiana • Map and describe Indiana's natural regions: Northern Lakes and Moraines, Central Till Plain, and Southern Lowlands • What are the imaginary lines around the globe? Learn how those imaginary lines are used. 	<p>Indiana Studies Weekly Week 2 Newspaper</p> <p>“Indiana Counties” mapping and charting on back</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>First Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 11: Quiz 	<p>Glacier Region Pangaea Latitude Longitude</p> <p>Agriculture (NCA)</p> <p>Weathering (NCA Science)</p>	<p>Objective Questions</p> <p>Teacher Observation</p> <p>Quiz responses</p> <p>Online Assessment</p>
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Week 3	4.1.2 4.1.14 4.2.6 4.2.7 4.3.1 4.3.2 4.3.3 4.3.4 4.3.5 4.3.6 4.3.8 4.3.9 4.3.13	Indiana’s Waterways <ul style="list-style-type: none"> • Study the importance and location of Indiana’s major rivers • In what direction do most of Indiana’s rivers flow? • How did we get the Great Lakes? • Name the Great Lakes 	Indiana Studies Weekly Week 3 Newspaper www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers First Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 13: Quiz American Civics article on the “Salem Witch Trials” with discussion questions on page 12 of Teacher Resources guide	Elevation Agriculture (NCA) Natural resource (NCA Science)	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 4	4.1.13 4.1.17 4.3.6 4.3.7 4.3.8 4.3.13	Indiana’s Weather and Climate <ul style="list-style-type: none"> • Study how tornadoes are formed and how they are classified • Weather patterns in Indiana • What is the difference between weather and climate? 	Indiana Studies Weekly Week 4 Newspaper “Indiana’s Climate” mapping and charting activity on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers First Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 14: Quiz 	Weather Climate	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 5	4.1.1 4.3.4 4.3.6 4.3.8 4.3.12 4.3.13	The Mounds Builders <ul style="list-style-type: none"> • Study the culture of the Hopewell and Mississippi tribes of Indiana • What kinds of villages and shelters did the Mounds Builders have? 	Indiana Studies Weekly Week 5 Newspaper “American Indian Drawings” matching game on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers First Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 15: Quiz 	Artifacts Archeologist Mysterious Observatory Culture (NCA) Agriculture (NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment
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<p>Week 6</p>	<p>4.1.1 4.1.2 4.1.16 4.3.6 4.3.8 4.3.13 4.4.6</p>	<p>Historic American Indians</p> <ul style="list-style-type: none"> • Study Indiana native tribes before European settlement • The importance of the Three Sisters: corn, beans, and squash • Stone Age Asian’s crossing of the icy bridge called Beringia 	<p>Indiana Studies Weekly Week 6 Newspaper</p> <p>“Rock Art” activity on back</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>First Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 9: crossword puzzle • page 17: Quiz <p>American Civics article “Bacon’s Rebellion” with discussion questions on page 16 of Teacher Resources guide</p>	<p>Hemisphere Extinct Petroglyphs Moccasins</p> <p>Immigration (NCA)</p>	<p>Objective Questions Teacher Observation Quiz responses Online Assessment</p>
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Week 7	4.1.1 4.1.2 4.3.6 4.3.13	The Miami/Algonquian Tribes <ul style="list-style-type: none"> • What was daily life like for the Miami? • Lacrosse, America’s oldest game, invented by American Indians • Shinshow, a Miami 12 year old’s rite of passage into manhood 	Indiana Studies Weekly Week 7 Newspaper “How Do I Take a Test?” article on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers First Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 9: crossword puzzle • page 18: Quiz 	Wigwam Powwow Culture (NCA) Immigration (NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment
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<p>Week 8</p>	<p>4.1.1 4.1.2 4.3.6 4.3.10 4.3.13 4.4.1 4.4.3 4.4.4 4.4.6</p>	<p>Other Native Tribes Move In</p> <ul style="list-style-type: none"> • Learn about the interactions between the Miami and the Iroquois • Study the Iroquois’ traditions and the way they influenced Indiana • American Indian Sign Language 	<p>Indiana Studies Weekly Week 8 Newspaper</p> <p>“How Do I Read Charts?” activity on back</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>First Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6 and 7: Objective Questions to discuss • page 9: crossword puzzle • page 19: Quiz 	<p>Matriarch Patriarch Wampum</p>	<p>Objective Questions</p> <p>Teacher Observation</p> <p>Quiz responses</p> <p>Online Assessment</p>
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Week 9	4.1.2 4.2.6 4.3.6 4.3.13	<p>Early European Explorers</p> <ul style="list-style-type: none"> • Study the first explorers to come to Indiana • Learn about LaSalle and the influence the French had on Indiana • Early forts in Indiana 	<p>Indiana Studies Weekly Week 9 Newspaper</p> <p>“How Do I Read Tables?” activity on the back</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>First Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 7: Objective Questions to discuss • page 9: crossword puzzle • page 20: Quiz 	<p>Stockade Scarce Colonize Voyageur</p> <p>NCA- Immigration (NCA) Economy (NCA)</p>	<p>Objective Questions</p> <p>Teacher Observation</p> <p>Quiz responses</p> <p>Online Assessment</p>
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Curriculum Mapping
Social Studies – 4th Grade
 2nd Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
2 nd Quarter Week 10	4.1.2 4.1.3 4.2.6 4.3.6 4.3.8 4.3.9 4.3.10 4.3.13	French & Indian War Pontiac’s Rebellion <ul style="list-style-type: none"> • Learn about the conflicts among the British, French, and Native Americans • Study the alliances made between the Native Americans and the French, and the part LaSalle played in organizing and unifying the Native tribes. • Who is Pontiac, and what kind of rebellion did he lead? 	Indiana Studies Weekly Week 10 Newspaper www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Second Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 11: Quiz American Civics article “Ethical Behavior: King Philip’s War” with discussion questions on page 10 of 2 nd Quarter Teacher Resource Guide	Rebellion Treaty Heritage Culture (NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment

Week 11	<p>4.1.3 4.1.15 4.1.16 4.3.6 4.3.13 4.4.9</p>	<p>Trouble with England</p> <ul style="list-style-type: none"> • Study the events that led up to the Tea Party in Boston Harbor • Learn about the events and responses that lead to the American Revolution 	<p>Indiana Studies Weekly Week 11 Newspaper</p> <p>“British are Coming!” timeline activity on the back with answers found on page 7 of 2nd Quarter Teacher Resources guide</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>Second Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 12: Quiz 	<p>Representative Govern Intolerable</p> <p>Economy (NCA)</p>	<p>Objective Questions Teacher Observation Quiz responses Online Assessment</p>
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Week 12	4.1.3 4.2.6 4.3.2 4.3.6 4.3.13	American Revolution <ul style="list-style-type: none"> • Learn about Indiana’s role in the American Revolution • Study the treaties that sought to bring peace in our new nation • Learn about George Rogers Clark and the role he played in our battle against the British 	Indiana Studies Weekly Week 12 Newspaper www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Second Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 13: Quiz 	Bluff Hardtack	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 13	4.1.4 4.1.6 4.1.16 4.1.17 4.3.3 4.3.4 4.3.6 4.3.10 4.3.13	Northwest Territory Fallen Timbers <ul style="list-style-type: none"> Learn how the Northwest Territory was created after the US defeated the British Describe the Battle of Fallen Timbers Study the Northwest Ordinance and what that meant for Indiana Learn how the pioneers came to Indiana in Conestoga wagons 	Indiana Studies Weekly Week 13 Newspaper “What are Idioms?” article on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Second Quarter Teacher Resource guide <ul style="list-style-type: none"> page 6: Objective Questions to discuss page 8: crossword puzzle page 14: Quiz 	Ordinance Knack Territory (NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 14	4.1.4 4.1.5 4.1.6 4.1.17 4.3.4 4.3.6 4.3.13	War of 1812 Battle of Tippecanoe <ul style="list-style-type: none"> • Why was Tecumseh, a Shawnee Indian, important? • Describe how the War of 1812 began • Learn about the Battle of Tippecanoe 	Indiana Studies Weekly Week 14 Newspaper “Using a Dictionary” article on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Second Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 15: Quiz 	Alliance Piracy Territory (NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 15	4.1.5 4.1.6 4.1.15 4.2.1 4.2.2 4.2.4 4.2.5 4.3.3 4.3.6 4.3.12 4.3.13	Statehood for Indiana <ul style="list-style-type: none"> Learn about Indiana’s statehood: population, delegates and where they gathered, constitution, governor, That Jonathan Jennings took the request to Washington DC in 1816 That James Madison signed the new Indiana constitution How Indianapolis became the state capital 	Indiana Studies Weekly Week 15 Newspaper “What are Homophones and Homographs?” article on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Second Quarter Teacher Resource guide <ul style="list-style-type: none"> page 7: Objective Questions to discuss page 8: crossword puzzle page 16: Quiz 	Preamble Delegate Resident Population	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 16	4.1.6 4.3.2 4.3.3 4.3.6 4.3.9 4.3.12 4.3.13 4.4.1	Pioneer Life <ul style="list-style-type: none"> • Study what life was like for the pioneers. • Study the construction of cabins and their functions for daily life. 	Indiana Studies Weekly Week 16 Newspaper “Which Way?” activity on back with answers found on page 7 of 2 nd Quarter Teacher Resources guide www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Second Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 7: Objective Questions to discuss • page 9: crossword puzzle • page 18: Quiz American Civics article “Reason and Logic: The First Filipino Settlement in America” in center and discussion on page 17 in Teacher Resource guide	Minister Hymnals Coonskin	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 17	4.1.6 4.3.4 4.3.6 4.3.8 4.3.9 4.3.12 4.3.13	Transportation in Indiana <ul style="list-style-type: none"> • Read about a difficult journey of the steamboat the Republican • Learn that trails made by animals were used for land travel • Learn about flatboats, keelboats, and Indiana’s first steam railroad 	Indiana Studies Weekly Week 17 Newspaper Article, “Why Should I Follow Directions?” on the back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Second Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 7: Objective Questions to discuss • page 9: crossword puzzle • page 19: Quiz 	Canal Flatboat Keel boat Industry (NCA) Entrepreneur(NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment
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<p>Week 18</p>	<p>4.1.7 4.1.8 4.1.16 4.1.17 4.2.6 4.2.7 4.3.6 4.3.13 4.4.4 4.4.8</p>	<p>Civil War and the Underground Railroad</p> <ul style="list-style-type: none"> • Learn about Abraham Lincoln’s childhood in Indiana • Study how slavery began and came to America • Learn about the Underground Railroad and free and slave states 	<p>Indiana Studies Weekly Week 18 Newspaper</p> <p>Activity, “Resources of the Union and Confederacy” on back with answers on page 7 of 2nd Quarter Teacher Resource guide</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>Second Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 7: Objective Questions to discuss • page 9: crossword puzzle • page 20: Quiz 	<p>State’s rights Abolish</p> <p>Underground Railroad (NCA) Abolitionist (NCA)</p>	<p>Objective Questions</p> <p>Teacher Observation</p> <p>Quiz responses</p> <p>Online Assessment</p>
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Curriculum Mapping

Social Studies – 4th Grade

3rd Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
3 rd Quarter					
Week 19	4.1.7 4.1.8 4.1.9 4.1.16 4.2.1 4.2.3 4.2.5 4.2.6 4.2.7 4.3.1 4.3.4 4.3.6 4.3.13	<p>The War Between the States</p> <ul style="list-style-type: none"> • Read personal stories of people during the Civil War era • Study how the Civil War began and how it ends • Learn about Camp Morton, state’s rights and Morgan’s Raid • Study the Emancipation Proclamation 	<p>Indiana Studies Weekly Week 19 Newspaper</p> <p>Article on back, “How Do I Read a Map?”</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>Third Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 10: Quiz 	<p>State’s rights Iron Brigade</p> <p>Abolitionist (NCA) Underground Railroad (NCA)</p>	<p>Objective Questions</p> <p>Teacher Observation</p> <p>Quiz responses</p> <p>Online Assessment</p>

Week 20	4.1.9 4.1.17 4.2.1 4.2.2 4.2.3 4.2.4 4.2.5 4.2.7 4.3.4 4.3.6 4.3.13 4.4.9	Indiana State Government <ul style="list-style-type: none"> • Study the three branches of government and learn the responsibilities of each • Learn how laws are created and who creates them • Learn about the two-party system • Read a story about a boy who learns about child labor laws 	Indiana Studies Weekly Week 20 Newspaper “Indiana State Symbols” article on the back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Third Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 11: Quiz 	Executive Legislative Judicial Originate	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 21	4.1.9 4.1.10 4.1.11 4.1.12 4.1.13 4.1.14 4.2.5 4.3.4 4.3.6 4.3.8 4.3.9 4.3.10 4.3.11 4.3.12 4.3.13	Cultures of Indiana <ul style="list-style-type: none"> • Study Indiana’s heritage by learning about the different cultures that settled here • Study Susan B. Anthony and Indiana women who helped win their right to vote 	Indiana Studies Weekly Week 21 Newspaper Activity on back, “Building on Base Words” with answers found on page 7 of the 3 rd Quarter Teacher Resources guide www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Third Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 12: Quiz 	Heritage Migrate Suffrage Immigration (NCA) Culture (NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment
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<p>Week 22</p>	<p>4.1.9 4.1.11 4.1.12 4.1.13 4.1.18 4.3.4 4.3.6 4.3.8 4.3.9 4.3.10 4.3.12 4.3.13 4.4.1 4.4.2 4.4.3 4.4.7</p>	<p>20th Century Indiana</p> <ul style="list-style-type: none"> • Study inventors of automobiles, plows, the airplane and other items still used today • Read about important events in Indiana at the beginning of the twentieth century • Learn about Amish culture, orphan trains, artist’s colonies and universities 	<p>Indiana Studies Weekly Week 22 Newspaper</p> <p>Activity on back, “United States Production” with answers found on page 7 of the 3rd Quarter Teacher Resources guide</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>Third Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 13: Quiz 	<p>Production Invent</p> <p>Manufacturing(NCA) Agriculture(NCA)</p>	<p>Objective Questions</p> <p>Teacher Observation</p> <p>Quiz responses</p> <p>Online Assessment</p>
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<p>Week 23</p>	<p>4.1.9 4.1.10 4.1.11 4.1.12 4.1.13 4.1.14 4.1.16 4.1.17 4.2.2 4.2.6 4.2.7 4.3.4 4.3.6 4.3.13</p>	<p>World Wars and the Great Depression</p> <ul style="list-style-type: none"> • Study events that led to the Great Depression • Learn about the World Wars and life changes during that era • What was life like during the Roaring Twenties and Prohibition? 	<p>Indiana Studies Weekly Week 23 Newspaper</p> <p>Activity “Propagana Posters” on back</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>Third Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 14: Quiz 	<p>Rationing Prohibition Depression Axis Allies Propaganda</p> <p>Economy (NCA) Industry (NCA)</p>	<p>Objective Questions Teacher Observation Quiz responses Online Assessment</p>
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Week 24	4.1.9 4.1.10 4.1.11 4.1.12 4.1.13 4.1.14 4.1.17 4.3.4 4.3.6 4.3.13 4.4.1 4.4.2 4.4.3 4.4.4 4.4.5 4.4.7	Industrial Indiana <ul style="list-style-type: none"> Learn about the Ball Brothers and their business Learn about some Indiana manufacturing companies and inventions 	Indiana Studies Weekly Week 24 Newspaper Article, “Using a Planner,” on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Third Quarter Teacher Resource guide <ul style="list-style-type: none"> page 6: Objective Questions to discuss page 8: crossword puzzle page 16: Quiz American Civics article “Critical Analysis: John Adams XYZ” in center and discussion questions on page 15 of 3 rd Quarter Teacher Resource guide	Apprentice Quarry Cobbler Industry (NCA) Manufacturing(NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment
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<p>Week 25</p>	<p>4.1.9 4.1.11 4.1.12 4.1.13 4.1.14 4.1.17 4.1.18 4.2.7 4.3.6 4.3.8 4.3.13 4.4.1 4.4.2 4.4.3 4.4.7</p>	<p>Great Indiana Women</p> <ul style="list-style-type: none"> Learn about some of Indiana’s famous women: Amelia Earhart, Sarah Parke Morison, Wilma Rudolph, Sandi Patty, Madam C.J. Walker, and Gene Stratton-Porter 	<p>Indiana Studies Weekly Week 25 Newspaper</p> <p>Article, “Getting Organized,” on back</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>Third Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> page 7: Objective Questions to discuss page 8: crossword puzzle page 17: Quiz 	<p>Philanthropist Goods Services</p> <p>Entrepreneur(NCA)</p>	<p>Objective Questions Teacher Observation Quiz responses Online Assessment</p>
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Curriculum Mapping
Social Studies – 4th Grade
 4th Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
4 th Quarter Week 26	4.1.9 4.1.12 4.1.14 4.1.18 4.2.6 4.3.6 4.3.13 4.4.1 4.4.7	Famous Hoosier Men <ul style="list-style-type: none"> • Learn about some of Indiana’s famous men such as Orville Redenbacher, Larry Bird; writers James Whitcomb Riley, Booth Tarkington, and Jim Davis; musicians Paul Dresser, Cole Porter, Hoagy Carmichael, Michael Jackson, John Mellencamp, and Kenneth “Babyface” Edmonds; astronauts Gus Grissom, and Frank Borman; Presidents William Henry Harrison and Benjamin Harrison; athletes Mario, John, Jeff and Michael Andretti 	Indiana Studies Weekly Week 26 Newspaper Article, “Rubrics,” on back www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Fourth Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 10: Quiz 	Civic virtues Public service Entrepreneur(NCA) Industry (NCA) Manufacturing(NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment

Week 27	4.1.12 4.1.13 4.1.14 4.3.6 4.3.13 4.4.1 4.4.2 4.4.3 4.4.4	Hoosier Sports and Recreation <ul style="list-style-type: none"> Discuss the Indianapolis 500 and the popularity of basketball in Indiana. Learn about Dr. James Naismith, the organizer of Indiana’s first basketball game. Become familiar with National Basketball Hall of Famer Oscar Robertson, Indiana Legend Larry Bird, Wilma Rudolph basketball player and Olympic 3 gold medal winner in track, and John Wooden named to the Basketball Hall of Fame for player and coach. Read about Mordecai Brown a 3 fingered pitcher for the Chicago Cubs Study the peony, our state flower Discuss the character traits of justice and fairness 	Indiana Studies Weekly Week 27 Newspaper Article on back “Keeping Deadlines” www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Fourth Quarter Teacher Resource guide <ul style="list-style-type: none"> page 6: Objective Questions to discuss page 8: crossword puzzle page 11: Quiz 	Aerodynamics Spectators Hysteria	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 28	4.1.12 4.1.13 4.1.14 4.1.17 4.2.6 4.3.6 4.3.8 4.3.12 4.3.13 4.4.1 4.4.7	Indiana- A Fun Place to Live! <ul style="list-style-type: none"> • Read the story of John Chapman (Johnny Appleseed) and his impact on Indiana. • Learn about some of Indiana’s great attractions, such as Conner Prairie Pioneer Settlement, the Children’s Museum, and some “world’s largest” roadside attractions. • Discuss the character trait responsibility • Learn interesting facts about the firefly 	Indiana Studies Weekly Week 28 Newspaper Article on back “Taking Notes in Class” www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Fourth Quarter Teacher Resource guide <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 12: Quiz 	Hospitable Circuit rider	Objective Questions Teacher Observation Quiz responses Online Assessment
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Week 29	4.1.12 4.1.13 4.1.14 4.2.6 4.3.2 4.3.3 4.3.6 4.3.8 4.3.9 4.3.13 4.4.1 4.4.2 4.4.3 4.4.4 4.4.5 4.4.6 4.4.8	We Depend on Each Other <ul style="list-style-type: none"> Define interdependence and consumer Learn how consumers get the resources they need Study producers and the cyclical nature of an economy 	Indiana Studies Weekly Week 29 Newspaper Activity “River Highways” on back with answers on page 7 of 4 th Quarter Teacher Resources guide www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Fourth Quarter Teacher Resource guide <ul style="list-style-type: none"> page 6: Objective Questions to discuss page 8: crossword puzzle page 13: Quiz 	Interdependence Consumer Producers Economy (NCA) Entrepreneur(NCA)	Objective Questions Teacher Observation Quiz responses Online Assessment
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<p>Week 30</p>	<p>4.1.11 4.1.14 4.2.2 4.3.2 4.3.8 4.3.11 4.3.13 4.4.1 4.4.4 4.4.6 4.4.10</p>	<p>How Much Does it Cost?</p> <ul style="list-style-type: none"> • Study and define supply and demand and analyze how they might spend money. • Learn about products and scarcity, and opportunity costs • Discuss the character trait innovation 	<p>Indiana Studies Weekly Week 30 Newspaper</p> <p>Activity “Urban, Suburban, and Rural” on back with answers on page 7 in 4th Quarter Teacher Resources guide</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>Fourth Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6: Objective Questions to discuss • page 8: crossword puzzle • page 15: Quiz <p>American Civics article “Sharing Public Space: Susan B. Anthony and Equal Rights for All” with discussion questions on page 14 of 4th Quarter Teacher Resource guide</p>	<p>Supply and Demand Scarcity</p> <p>Manufacturing(NCA) Industry (NCA)</p>	<p>Objective Questions</p> <p>Teacher Observation</p> <p>Quiz responses</p> <p>Online Assessment</p>
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Week 31	4.2.3 4.2.5 4.3.11 4.4.1 4.4.3 4.4.4 4.4.5 4.4.6 4.4.9 4.4.10	Money, Money Everywhere! <ul style="list-style-type: none"> Define currency as money used in certain countries for trade Learn that currency can be things other than money Study early banking and money today, how dollars and coins were invented, and study the different money systems as legal tender 	Indiana Studies Weekly Week 31 Newspaper Activity “Mapping the Euro” on back with answers on page 7 in 4 th Quarter Teacher Resources guide www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers Fourth Quarter Teacher Resource guide <ul style="list-style-type: none"> page 6: Objective Questions to discuss page 8: crossword puzzle page 16: Quiz 	Goods Services Trade Legal tender	Objective Questions Teacher Observation Quiz responses Online Assessment
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<p>Week 32</p>	<p>4.1.13 4.1.14 4.2.2 4.2.5 4.2.6 4.2.7 4.4.1 4.4.4 4.4.6 4.4.7 4.4.8 4.4.10</p>	<p>Money in Your Pocket</p> <ul style="list-style-type: none"> • Learn about ways to handle money, spending, borrowing, and saving. • Define investing and introduce the stock market • Learn about donating, and define charities. Learn that time and energy are also good ways to donate to charities 	<p>Indiana Studies Weekly Week 32 Newspaper</p> <p>Activity “Money Matching” on back with answers on page 7 in 4th Quarter Teacher Resources guide</p> <p>www.studiesweekly.com/register for online newspaper, visual/primary resources tests, games, questions, and modified resources for challenged readers</p> <p>Fourth Quarter Teacher Resource guide</p> <ul style="list-style-type: none"> • page 6 & 7: Objective Questions to discuss • page 9: crossword puzzle • page 18: Quiz <p>American Civics article “Ethics: President Coolidge Rebuilds a Broken Trust” with discussion questions on page 17 of 4th Quarter Teacher Resource guide</p>	<p>Invest Charity</p> <p>Entrepreneur(NCA)</p>	<p>Objective Questions</p> <p>Teacher Observation</p> <p>Quiz responses</p> <p>Online Assessment</p>
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Standard 1 History

Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

Historical Knowledge

American Indians and the Arrival of Europeans to 1770

4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

Examples: Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures

4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

Examples: Miami, Shawnee, Potawatomi, and Lenape (Delaware)

<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx>

The American Revolution and the Indiana Territory: 1770s to 1816

4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison and the Battle of Tippecanoe (1811)

4.1.4 Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

Examples: The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government

Statehood: 1816 to 1851

4.1.5 Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s

4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana.

Examples: Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

The Civil War Era and Later Development: 1850 to 1900

- 4.1.7** Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
Examples: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement
- 4.1.8** Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.
Examples: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front
- 4.1.9** Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.
Examples: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

Growth and Development: 1900 to 1950

- 4.1.10** Describe the participation of Indiana citizens in World War I and World War II.
Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle
- 4.1.11** Identify and describe important events and movements that changed life in Indiana in the early twentieth century.
Examples: Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II
- 4.1.12** Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.
Examples: The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state

Contemporary Indiana: 1950 – Present

4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

Examples: The civil rights movement and school integration in Indiana; Indiana’s participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.

4.1.14 Research Indiana’s modern growth emphasizing manufacturing, new technologies, transportation and global connections.

Examples: Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

Examples: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing

4.1.16 Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.

Examples: Identify different opinions regarding Indiana’s participation in the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.

4.1.17 Construct a brief narrative about an event in Indiana history using primary and secondary sources.

Examples: The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes

- * **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)
- * **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

4.1.18 Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.

Examples: Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and

Standard 2 Civics and Government

Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Foundations of Government

- 4.2.1 Explain the major purposes of Indiana's Constitution as stated in the Preamble.
- 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

Functions of Government

- 4.2.3 Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.
- 4.2.4 Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.
Examples: Governor, lieutenant governor, chief justice, state senators and state representatives.

Roles of Citizens

- 4.2.5 Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- 4.2.6 Define and provide examples of civic virtues* in a democracy.
Examples: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good
* **civic virtues:** behaviors that contribute to the healthy functioning of a democracy
- 4.2.7 Use a variety of resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.
Examples: Use local, state and federal Web sites, as well as newspapers, television and video images, to research

and write an editorial related to Indiana's environment.

Standard 3 Geography

Students explain how the Earth/sun relationship influences the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the world.

The World in Spatial Terms

4.3.1 Use latitude and longitude to identify physical and human features of Indiana.

Examples: transportation routes and bodies of water (lakes and rivers)

4.3.2 Estimate distances between two places on a map when referring to relative locations.

Places and Regions

4.3.3 Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.

4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.

Examples: Northern Lakes and Moraines, Central Till Plain and Southern Lowlands

Physical Systems

4.3.5 Explain how glaciers shaped Indiana's landscape and environment.

4.3.6 Describe Indiana's landforms (lithosphere*), water features (hydrosphere*), and plants and animals (biosphere*).

* **lithosphere:** the soil and rock that form Earth's surface

* **hydrosphere:** all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation)

* **biosphere:** all plants and animals

4.3.7 Explain the effect of the Earth/sun relationship on the climate of Indiana.

Examples: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.

4.3.8 Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development.

Examples: Forest growth and transportation routes

Human Systems

4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.

4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups has had and has on Indiana.

- *E pluribus unum* (out of many, one) <http://greatseal.com/mottoes/unum.html>
- Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>

4.3.11 Examine Indiana's international relationships with states and regions in other parts of the world.

Examples: Describe cultural exchanges between Indiana and other states and provinces, such as Rio Grande do Sul, Brazil, or Zhejiang Province, China.

Environment and Society

4.3.12 Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.

4.3.13 Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.

Standard 4 Economics

Students study and compare the characteristics of Indiana's changing economy in the past and present.

- 4.4.1** Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.
- * **goods**: tangible objects, such as food or toys, that can satisfy people's wants and needs
 - * **services**: actions that someone does for someone else, such as dental care or trash removal
- 4.4.2** Define productivity* and provide examples of how productivity has changed in Indiana during the past 100 years.
- Examples:** Improved farm equipment has helped farms produce more. Technology has helped businesses run more efficiently. Improved education has provided individuals with the knowledge and skills to run businesses and work more productively.
- * **productivity**: the amount of goods and services produced in a period of time divided by the productive resources used
- 4.4.3** Explain how both parties can benefit from trade* and give examples of how people in Indiana engaged in trade in different time periods.
- * **trade**: the voluntary exchange of goods or services
- 4.4.4** Explain that prices change as a result of changes in supply* and demand* for specific products.
- * **supply**: what producers are willing and able to sell at various prices
 - * **demand**: what consumers are willing and able to buy at various prices
- 4.4.5** Describe Indiana's emerging global connections.
- Examples:** Identify international companies in Indiana, such as Toyota, Chrysler (Fiat), Honda, Roche Diagnostics, and Indiana companies that have an international presence such as Biomet, Eli Lilly and Cummins Engine.
- 4.4.6** List the functions of money* and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.
- * **functions of money**: helps people trade, measures the value of items, facilitates saving

4.4.7 Identify entrepreneurs* who have influenced Indiana and the local community.

Examples: The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster

* **entrepreneur:** a person who takes a risk to start a business

4.4.8 Define profit* and describe how profit is an incentive for entrepreneurs.

* **profit:** revenues from selling a good or service minus the costs of producing the good or service

4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.

4.4.10 Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.