



Grade 4
History-Social Science Curriculum Guide
2018-19

Paramount Unified School District
Educational Services

2018-19 History-Social Science Curriculum Guide: Grade 4—Our California
Unit 1—The Land of California
Weeks 1-8

<u>Unit Resources pg. 28T11</u>	<u>Unit Assessment Week 8 (October 12-16)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 1-2 Unit Project pgs. 2T2-3 Content Readers pg. 28T12 Read-Aloud Literature pg. 28T13 School-to-Home Newsletters pgs. 28T15-16 Vocabulary Cards pgs. 28T17-22	Unit 1 Multiple Choice Test pgs. 28T29-30 and/or Unit 1 Short Answer Test pgs. 28T31-32 Culminating Writing Activity pg. 28T23-28 (Optional)

<u>Content</u> H/SS Standards	<u>Vocabulary</u> (*key vocabulary)	<u>Materials</u> Text Path Active Path		<u>Thinking Maps</u> Suggested Applications	<u>Universal Access</u> (Active Participation)	<u>Other Resources</u> (Technology)	
1.1 4.1.1	How do you locate places on Earth?	compass rose line of latitude* line of longitude* absolute location equator* prime meridian*	pg. 3T4 35 mins <i>SE</i> pgs. 3-6	pg. 6T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.	Universal Access pg. 3T3 Simon Says TPR	DVD: <i>Latitude & Longitude</i> Digital Path pg. 6T1 50 mins Transparencies pgs. 3-6 Lesson Assessment pg. 6T8
1.2 4.1.2	How is Earth divided?	hemisphere* climate* Tropic of Cancer Tropic of Capricorn	pg. 7T4 35 mins <i>SE</i> pgs. 7-10	pg. 10T2 50 mins	<ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 7T3 What’s the Difference? A-B Partner Teach	DVD: <i>Dividing the Earth</i> Digital Path pg. 10T1 50 mins Transparencies pgs. 7-10 Lesson Assessment pg. 10T8
1.3 4.1.3	How are the areas of CA different?	region* landform capital coast desert	pg. 11T4 70 mins <i>SE</i> pgs. 11-18	pg. 18T2 50 mins	<ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 11T3 Jigsaw List-Group-Label	DVD: <i>The Regions of California</i> Digital Path pg. 18T1 50 mins Transparencies pgs. 11-18 Lesson Assessment pg. 18T8

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<u>Content</u> H/SS Standards		<u>Vocabulary</u> (*key vocabulary)	<u>Materials</u> Text Path Active Path		<u>Thinking Maps</u> Suggested Applications	<u>Universal Access</u> (Active Participation)	<u>Other Resources</u> (Technology)
1.4 4.1.4	How have CA's landforms and water affected settlement?	border settle* mountain pass natural resource	pg. 19T4 35 mins <i>SE</i> pgs. 19-22	pg. 22T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 19T3 Double Entry Journal	DVD: <i>California's Geography</i> Digital Path pg. 22T1 50 mins Transparencies pgs. 19-22 Lesson Assessment pg. 22T8
1.5 4.1.5	How are CA's communities alike and different?	urban area suburban area rural area agriculture* architecture transportation population density*	pg. 23T4 50 mins <i>SE</i> pgs. 23-28	pg. 28T2 50 mins		Universal Access pg. 23T3 Mix Freeze Match Find My Partner	DVD: <i>Comparing California's Communities</i> Digital Path pg. 28T1 50 mins Transparencies pgs. 23-28 Lesson Assessment pg. 28T8

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Unit 2—Early People in California
 Weeks 9-22

<u>Unit Resources pg. 64T9</u>	<u>Unit Assessment Week 22 (January 19-22)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 29-30 Unit Project pgs. 30T2-3 Content Readers pg. 64T10 Read-Aloud Literature pg. 64T11 School-to-Home Newsletters pgs. 64T13-14 Time Line Cards 64T15-18 Vocabulary Cards pgs. 64T19-24 Biography Cards pgs. 64T25-26	Unit 2 Multiple Choice Test pgs. 64TT31-33 and/or Unit 2 Short Answer Test pgs. 64T34-36 Culminating Writing Activity pg. 64T27-28 (Optional) Note: If lessons 4.2.1 and 4.2.2 are omitted, omit #1-6 on Unit 2 MC Test

<u>Content</u>	<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>	
H/SS Standards	(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)	
2.3 4.2.3	How did the Spanish change how California Indians live?	colony* expedition* missionary* mission catholicism	pg. 41T4 35 mins <i>SE</i> pgs. 41-44	pg. 44T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 41T3 What’s the Difference?	DVD: <i>Spanish Settlement in California</i> Digital Path pg. 44T1 50 mins Transparencies pgs. 41-44 Lesson Assessment pg. 44T6
2.4 4.2.4	What was Spain’s influence in California?	fort	pg. 45T4 35 mins <i>SE</i> pgs. 45-48	pg. 48T2 100 mins	Universal Access pg. 45T3 Roundtable	DVD: <i>Spanish Missions in California</i> Digital Path pg. 48T1 50 mins Transparencies pgs. 45-48 Lesson Assessment pg. 48T6	

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Unit 2—Early People in California
 Weeks 9-22

<u>Content</u> H/SS Standards		<u>Vocabulary</u> (*key vocabulary)	<u>Materials</u> Text Path Active Path		<u>Thinking Maps</u> Suggested Applications	<u>Universal Access</u> (Active Participation)	<u>Other Resources</u> (Technology)
2.5 4.2.5	What was life like in Spanish and Mexican California?	occupy presidio* pueblo* land grant rancho* economy*	pg. 49T4 35 mins <i>SE</i> pgs. 49-52	pg. 52T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 49T3 Quickwrite Describe the main purpose of each type of settlement.	DVD: <i>Spanish Missions in California</i> Digital Path pg. 52T1 50 mins Transparencies pgs. 49-52 Lesson Assessment pg. 48T6
2.6 4.2.6	How did California’s early economy change?	hunter/gatherer irrigation dam cultivate	pg. 53T4 35 mins <i>SE</i> pgs. 53-56	pg. 56T2 100 mins		Universal Access pg. 53T3 Role Play	DVD: <i>California’s Changing Economy</i> Digital Path pg. 56T1 50 mins Transparencies pgs. 53-56 Lesson Assessment pg. 56T6
2.7 4.2.7	How did the Mexican War for Independence affect California?	government* territory* boundary	pg. 57T4 35 mins <i>SE</i> pgs. 57-60	pg. 60T2 100 mins		Universal Access pg. 57T3 Think, Pair, Share	DVD: <i>The Mexican War for Independence</i> Digital Path pg. 60T1 50 mins Transparencies pgs. 57-60 Lesson Assessment pg. 60T6

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2.8 4.2.8	How did Mexican rule affect California?	tax*	pg. 61T4 35 mins <i>SE</i> pgs. 61-64	pg. 64T2 100 mins		Universal Access pg. 61T3 Partner Reading	DVD: <i>Mexican Rule in California</i> Digital Path pg. 64T1 50 mins Transparencies pgs. 61-64 Lesson Assessment pg. 64T6
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Unit 3—Early History to Statehood
Weeks 23-30

<u>Unit Resources pg. 88T9</u>	<u>Unit Assessment Week 28 (March 23-27)</u>
<p style="text-align: center;">Study Journal <i>Student Edition (SE)</i> pgs. 65-66 Unit Project pgs. 66T2-3 Content Readers pg. 88T10 Read-Aloud Literature pg. 88T11 School-to-Home Newsletters pgs. 88T13-14 Time Line Cards 88T15-18 Vocabulary Cards pgs. 88T19-22 Biography Cards pgs. 88T23-26</p>	<p style="text-align: center;">Unit 3 Multiple Choice Test pgs. 88T29-30 and/or Unit 3 Short Answer Test pgs. 88T31-32 Culminating Writing Activity pg. 88T27-28 (Optional)</p> <p style="text-align: center;">Note: If lessons 4.3.4 and 4.3.5 are omitted, omit #8-10 on Unit 3 MC Test</p>

<u>Content</u> H/SS Standards	<u>Vocabulary</u> (*key vocabulary)	<u>Materials</u> Text Path Active Path		<u>Thinking Maps</u> Suggested Applications	<u>Universal Access</u> (Active Participation)	<u>Other Resources</u> (Technology)	
3.1 4.3.1	Where were California's settlements?	pioneer*	pg. 67T4 35 mins <i>SE</i> pgs. 67-70	pg. 70T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing 	Universal Access pg. 67T3 Hot Seat Cards in a Hat	DVD: <i>California's Settlements</i> Digital Path pg. 70T1 50 mins Transparencies pgs. 67-70 Lesson Assessment pg. 70T6

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3.2 4.3.2	How and why did people travel to California?	expansion* migrate* immigrate*	pg. 71T4 35 mins <i>SE</i> pgs. 71-74	pg. 74T2 100 mins	<ul style="list-style-type: none"> • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 71T3 Think, Pair, Share Numbered Heads How did different groups make their way to California?	DVD: <i>Traveling to California</i> Digital Path pg. 74T1 50 mins Transparencies pgs. 71-74 Lesson Assessment pg. 74T6
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Unit 3—Early History to Statehood
 Weeks 23-30

<u>Content</u> H/SS Standards	<u>Vocabulary</u> (*key vocabulary)	<u>Materials</u> Text Path Active Path		<u>Thinking Maps</u> Suggested Applications	<u>Universal Access</u> (Active Participation)	<u>Other Resources</u> (Technology)	
3.3 4.3.3	How did the discovery of gold affect California?	entrepreneur* boomtown	pg. 75T4 50 mins <i>SE</i> pgs. 75-80	pg. 80T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 75T3 Think Aloud	DVD: <i>The Gold Rush</i> Digital Path pg. 80T1 50 mins Transparencies pgs. 75-80 Lesson Assessment pg. 80T6

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Unit 4—Growth and Development Since 1850
Weeks 31- 38

<u>Unit Resources pg. 132T11</u>	<u>Unit Assessment Week 42 (June 7-11)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 89-90 Unit Project pgs. 90T2-3 Content Readers pg. 132T12 Read-Aloud Literature pg. 132T13 School-to-Home Newsletters pgs. 132T15-16 Time Line Cards 132T17-20 Vocabulary Cards pgs. 132T21-28 Biography Cards pgs. 132T29-32	Unit 4 Multiple Choice Test pgs. 132T39-41 and/or Unit 4 Short Answer Test pgs. 132T42-44 Culminating Writing Activity pg. 132T33-38 (Optional) Note: If lesson 4.4.1 is omitted, omit #3-4 on Unit 4 MC Test

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards	(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)	
4.2 4.4.2	How did the Gold rush change California's economy?	import* product* merchant* diversity discrimination* export	pg. 97T4 50 mins <i>SE</i> pgs. 97-102	pg. 102T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 97T3 Numbered Heads Quickwrite	DVD: <i>After the Gold Rush</i> Digital Path pg. 102T1 50 mins Transparencies pgs. 97-102 Lesson Assessment pg. 70T6
4.3 4.4.3	How did different people coming to California affect our state?	strike* exclusion squatter	pg. 103T4 35 mins <i>SE</i> pgs. 103-106	pg. 106T2 100 mins	(Same as above)	Universal Access pg. 103T3 Carousel Tally Chart	DVD: <i>Traveling to California</i> Digital Path pg. 106T1 50 mins Transparencies pgs. 103-106 Lesson Assessment pg. 106T6

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4.4 4.4.4	How have immigration and settlement helped California grow?	migrant worker*	pg. 107T4 35 mins <i>SE</i> pgs. 107-110	pg. 110T2 50 mins		Universal Access pg. 107T3 Cornell Note Taking Think, Pair, Share	DVD: <i>Growth of California</i> Digital Path pg. 110T1 50 mins Transparencies pgs. 107-110 Lesson Assessment pg. 110T6
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Unit 4—Growth and Development Since 1850
Weeks 31-38

<u>Content</u> H/SS Standards	<u>Vocabulary</u> (*key vocabulary)	<u>Materials</u> Text Path Active Path		<u>Thinking Maps</u> Suggested Applications	<u>Universal Access</u> (Active Participation)	<u>Other Resources</u> (Technology)	
4.5 4.4.5	What was California's role in the twentieth century?	stock market depression* drought* inflation ration*	pg. 111T4 50 mins <i>SE</i> pgs. 111-116	pg. 116T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies 	Universal Access pg. 111T3 Make a Story Three Step Interview	DVD: <i>Hard Times Hit California</i> Digital Path pg. 116T1 50 mins Transparencies pgs. 111-116 Lesson Assessment pg. 116T6