

Fourth Grade U.S. History

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.	<ul style="list-style-type: none"> Identify historic tribes. Arikara, Lakota, Dakota, Nakota + Mound Builders Explain the significance of the explorers Lewis and Clark and the Verendrye brothers and traders. Manuel Lisa Relate railroad expansion and town building. <p>Example: how Sioux Falls developed versus the way Aberdeen or Brookings began</p> <ul style="list-style-type: none"> Explain the impact of homesteading and gold mining on the growth of South Dakota. <p>Examples: Homestead Act, Black Hills Communities</p>	Daily work Tests/Quizzes Writing Booklets Projects with Rubrics Observation	www.dakotapathways.org www.sd4history.org SDPB- Dakota Pathways-DVD Official SD Road Map Various SD tourist pamphlets Various SD books & read alouds & videos South Dakota a Journey Though Time by J. Miller SD a Journey Through Time student workbook Footprints Across Dakota Welcome to SD Your State (Binder from the Division of Education) SDSU Water Festival
(Knowledge)	4.US.1.2. Students are able to identify basic environmental, economic,	<ul style="list-style-type: none"> Identify water issues, farming and ranching issues, and Native American and non-Native American relationships. 	Daily work	www.dakotapathways.org

	cultural, and population issues of concern to South Dakota.	<p>Examples: Missouri River, open range vs. homesteaders, east vs. west river, unemployment</p> <ul style="list-style-type: none"> Identify urban/rural population changes. <p>Examples: movement from rural to urban, east vs. west river, poverty as a cause of population changes on the reservation.</p>	<p>Tests/Quizzes</p> <p>Observation (Discussions)</p>	<p>www.sd4history.org</p> <p>SDPB- Dakota Pathways-DVD</p> <p>Various SD books & read alouds & videos</p> <p>South Dakota a Journey Though Time by J. Miller</p> <p>SD a Journey Through Time student workbook</p> <p>Footprints Across Dakota</p> <p>Welcome to SD Your State (Binder from the Division of Education)</p> <p>SDSU Water Festival</p>
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Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.	<ul style="list-style-type: none"> Gold Rush. Treaties with the Native Americans <p>Example: Treaty of 1868 resulting in Red Cloud's War</p> <ul style="list-style-type: none"> Controversy over statehood Native American wars <p>Examples: Red Cloud's War, Wounded Knee</p>	<p>Daily work</p> <p>Tests/Quizzes</p> <p>Observation</p>	<p>www.dakotapathways.org</p> <p>www.sd4history.org</p> <p>SDPB- Dakota Pathways-DVD</p> <p>Various SD books & read alouds</p> <p>South Dakota a Journey Though Time by J.</p>

		<ul style="list-style-type: none"> Establishment of religious colonies <p>Example: Hutterite colonies</p>		<p>Miller</p> <p>SD a Journey Through Time student workbook</p> <p>Footprints Across Dakota</p> <p>Welcome to SD Your State (Binder from the Division of Education)</p> <p>SDSU Water Festival</p> <p>SDSU Native American Groups or other speakers</p>
(Comprehension)	<p>4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.</p>	<ul style="list-style-type: none"> Identify major reasons or events leading to the establishment of reservations in South Dakota. <p>Example: discovery of gold, homesteaders, Native American conflicts</p> <ul style="list-style-type: none"> Describe the effects that the relocation of Native Americans had on their culture. Identify the locations of the nine major reservations in South Dakota. 	<p>Daily work</p> <p>Tests/Quizzes</p> <p>Writing Booklets</p> <p>Projects with Rubrics</p> <p>Observation</p>	<p>www.dakotapathways.org</p> <p>www.sd4history.org</p> <p>SDPB- Dakota Pathways-DVD</p> <p>Various SD books & read alouds</p> <p>South Dakota a Journey Through Time by J. Miller</p> <p>SD a Journey Through Time student workbook</p> <p>Footprints Across Dakota</p> <p>Welcome to SD Your State (Binder from the Division of Education)</p>

				SDSU Water Festival
(Comprehension)	4.US.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.	<p>Red Cloud, Sitting Bull, John B. S. Todd, Frederick Taft Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, Francis Case, Spotted Tail, Crazy Horse, Ben Reifel, Billy Mills</p> <p>+ Notable South Dakotans that contributed to our state –examples: entertainers, sports heroes, inventors, etc.</p>	<p>Daily work</p> <p>Oral Presentations</p> <p>Research Reports</p> <p>Writing Booklets</p> <p>Projects with Rubrics</p> <p>Observation</p>	<p>www.dakotapathways.org</p> <p>www.sd4history.org</p> <p>SDPB- Dakota Pathways-DVD</p> <p>Various SD tourist pamphlets</p> <p>Various SD books & read alouds</p> <p>South Dakota a Journey Though Time by J. Miller</p> <p>SD a Journey Through Time student workbook</p> <p>Footprints Across Dakota</p> <p>Welcome to SD Your State (Binder from the Division of Education)</p>

**Fourth Grade U.S. History
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> connect major events with notable South Dakotans in the history of the state; explain why environmental, economic, cultural, and population issues are of concern to South Dakota.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> explain factors affecting the growth and expansion of South Dakota, including environmental, economic, cultural, and population issues of concern to South Dakota; describe the impact of major events and notable South Dakotans on the development of South Dakota; explain ways that the Native American conflicts and establishment of reservations affected the Native American culture.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> describe a major event and a notable South Dakotan and how he or she impacted the development of South Dakota; identify a factor that affected the growth of South Dakota.

Fourth Grade World History

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	4.W.1.1. Students are able to describe how wars affected South Dakotans.	WWI, WWII, Code Talkers, ration stamps, economy	Daily work Observation	www.dakotapathways.org www.sd4history.org SDPB- Dakota Pathways-DVD Various SD books & read alouds South Dakota a Journey Though Time by J. Miller SD a Journey Through Time student workbook Veterans-speakers

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	4.W.2.1. Students are able to describe influences of European cultures on South Dakota communities.	Dutch, Norwegian, German	Daily work Tests/Quizzes Observation	www.dakotapathways.org www.sd4history.org SDPB- Dakota Pathways-DVD Various SD books & read alouds Videos-American History for Children: Immigration to US by Schlessinger & American History for Children: United States Expansion by Schlessinger South Dakota a Journey Though Time by J. Miller SD a Journey Through Time student workbook Footprints Across Dakota Welcome to SD Your State (Binder from the Division of Education) Sons of Norway Group or other speakers

**Fourth Grade World History
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> describe how wars affected South Dakotans.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> describe how wars affected South Dakotans; describe influences of European cultures on South Dakota Communities.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> identify an effect of war on South Dakota.

Fourth Grade Geography

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	4.G.1.1. Students are able to compare regions of the United States to South Dakota.	<ul style="list-style-type: none"> Define regions as categorized by geographic location. Midwest West Southwest 	Daily work Oral Presentations Research Reports Writing Booklets Projects with Rubrics Observation	Regions Near & Far & the World Around Us by Macmillan/Mcgraw-Hill Map skills booklets by Weekly Reader, Scholastic and other geography booklets Various region videos

(Application)	4.G.1.2. Students are able to locate major South Dakota geographical and political features:	<ul style="list-style-type: none"> • Locate the Missouri River. • Locate the Black Hills and Badlands • Locate other important cities. <p>Pierre, Sioux Falls, Rapid City, your hometown, your county seat</p>	<p>Daily work</p> <p>Projects with Rubrics</p> <p>Observation</p>	Official SD Road Map
(Application)	4.G.1.3. Students are able to locate major United States political features.	<ul style="list-style-type: none"> • Locate 50 states and their capitals. • Locate Washington D.C. <p>✓ Recognize that longitude and latitude constitute a map grid used in absolute locations.</p> <p>✓ Use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, migration/movement patterns, and population maps.</p>	<p>Daily work</p> <p>Tests/Quizzes</p> <p>Projects with Rubrics</p> <p>Observation</p>	<p>Regions Near & Far & the World Around Us by Macmillan/ McGraw-Hill</p> <p>Map skills booklets by Weekly Reader, Scholastic and other geography booklets</p> <p>Map Reading: Latitude & Longitude & Time by Myrl Shireman</p>

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessment	Resources
(Knowledge)	4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.	<p>South Dakota settlement patterns versus those of the Southeast</p> <ul style="list-style-type: none"> • Relate site selection of settlements to natural resources. 	<p>Daily work</p> <p>Tests/Quizzes</p> <p>Oral Presentations</p> <p>Research Reports</p>	<p>Regions Near & Far & the World Around Us by Macmillan/ McGraw-Hill</p> <p>Encyclopedias & population websites - www.census.gov/</p>

		<ul style="list-style-type: none"> Explain the impact of geographic location on the growth and expansion of South Dakota. <p>Locations of historic tribes</p> <p>Routes of explorers and traders such as Pierre Chateau and Manuel Lisa, Lewis and Clark, and the Verendrye brothers</p> <p>Relationship of railroad expansion and town building, homesteaders and gold miners, rainfall, prairie, Great Plains, Black Hills, the Missouri River system</p> <p>+Prehistoric geology, glaciers, dinosaurs, animals, fossils</p>	<p>Writing Booklets</p> <p>Projects with Rubrics</p> <p>Observation</p>	<p>www.dakotapathways.org</p> <p>www.sd4history.org</p> <p>SDPB- Dakota Pathways-DVD</p> <p>Official SD Road Map</p> <p>Various SD tourist pamphlets</p> <p>Various SD books & read alouds</p> <p>South Dakota a Journey Though Time by J. Miller</p> <p>SD a Journey Through Time student workbook</p> <p>Footprints Across Dakota</p>
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**Fourth Grade Geography
Performance Descriptors**

Advanced	<p>Fourth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> compare and contrast regions of the United States to South Dakota; locate major South Dakota geographical and political features and how they affect the state.
Proficient	<p>Fourth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> compare regions of the United States to South Dakota; locate major South Dakota geographical and political features; locate major United States political features; describe how the resources of various regions and the state of South Dakota affected the growth of each.
Basic	<p>Fourth grade students performing at the basic level:</p> <ul style="list-style-type: none"> compare a region of the United States to South Dakota; describe a region of the United States; locate a major United States political featuare.

Fourth Grade Civics (Government)

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.	Gender, age, race, handicaps, socioeconomic status, occupation, schools	Daily work Observation	School Counselor Junior Achievement Basic Economics by Steck-Vaghn
(Knowledge)	4.C.1.2. Students are able to describe key events related to South Dakota's entry into statehood.	<p>State constitution, fight for the capital, branches of state government, history of state name (i.e., originates from one of the dialects of the Siouan language)</p> <p>✓ Recognize South Dakota's nine reservations as sovereign nations with their own governments and laws.</p> <p>Hunting and fishing licenses are different from state licenses</p> <p>Federal and state laws apply because reservations are federal land, and both native and non-native people live on the reservations.</p> <p>+Identify the South Dakota state flag, seal, song, flower, bird, and nickname</p>	Daily work Tests/Quizzes Writing Booklets Projects with Rubrics Observation	<p>www.dakotapathways.org</p> <p>www.sd4history.org</p> <p>SDPB- Dakota Pathways-DVD</p> <p>Various SD books & read alouds & videos</p> <p>South Dakota a Journey Though Time by J. Miller</p> <p>SD a Journey Through Time student workbook</p> <p>Footprints Across Dakota</p> <p>Welcome to SD Your State (Binder from the Division of Education)</p> <p>SDPB TV/video –By the People for the People</p> <p>www.dakotacast.org/k-12/Teacher/ByThePeople/index.htm</p> <p>Official SD Road map</p> <p>Various SD tourist pamphlets</p> <p>Music teacher</p>

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.	The right and responsibility to vote, the right to own property, civil and human rights, the responsibility to pay taxes and to volunteer	Daily work Observation	Kids Voting School Councilor Junior Achievement Democracy, Law and Justice by Daniel Campogna Video- American Government for Children: American Citizenship by Schlessinger

**Fourth Grade Civics (Government)
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> describe how to be a responsible citizen in South Dakota.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> describe the way the government provides for the needs of its citizens; describe South Dakota's entry into statehood; describe the actions and rights of a responsible citizen.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> describe a way that the government provides for the needs of its citizens; list three rights and actions of a responsible citizen.

Fourth Grade Economics

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessment	Resources
(Comprehension)	4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.	Bartering, money, fur trading, credit, agriculture, manufacturing, industry, imports and exports, tourism	Daily work Tests/Quizzes Writing Booklets Projects with Rubrics Observation	Junior Achievement Basic Economics by Steck-Vaghn Video- How Our Economy Works Speakers –banks, etc.
(Comprehension)	4.E.1.2. Students are able to define profit and loss and explain how businesses take risks in order to make a profit.	Tradeoffs, risks involved in starting a business	Daily work Tests/Quizzes Writing Booklets Projects with Rubrics Observation	Junior Achievement Basic Economics by Steck-Vaghn Speakers –banks, etc.
(Knowledge)	4.E.1.3 Students are able to identify how government pays for the goods and services it provides.	Taxing and borrowing	Daily work Tests/Quizzes Writing Booklets Projects with Rubrics Observation	Junior Achievement Basic Economics by Steck-Vaghn Speakers –banks, etc.

**Fourth Grade Economics
Performance Descriptors**

Advanced	Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> • compare how economic resources are used in South Dakota with their use in other regions of the United States; • explain the economics of South Dakota.
Proficient	Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> • describe how the economic needs of South Dakotans and people in other regions of the United States have been met; • explain the factors that affect economic decisions in South Dakota; • identify how government pays for the goods and services it provides.
Basic	Fourth grade students performing at the basic level: <ul style="list-style-type: none"> • list one economic resource in South Dakota; • list a factor that affects the economics of South Dakota.

+ Assessments can include & not limited too:

Daily participation (attendance, class behavior, participation, etc.)

Daily Work

Projects/products

Portfolios

Performance (oral, lab, musical, debate, etc.)

Tests (unit, quiz, final)

Journals/learning logs

Rubrics

Informal teacher assessments (observation, one-on-one conferencing, etc.)

+ Instructional Delivery can include & not limited too:

Cooperative groups

Research

Process writing

Critical thinking processes

Authentic tasks

Student presentations

Technology Integration

Large & Small group discussion

+ Instructional Materials can include & are not limited too:

Textbook, workbook, etc.

Community citizens & resources

Technology (overhead, computer, internet, CD, CD-Rom, DVD, etc.)

Lab equipment (manipulative, supplies, etc.)

Teacher resources