

# Mackay Elementary School



**Grade Level:** 4

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## SUBJECT INFORMATION

**Social Studies:** Students in the 4<sup>th</sup> grade build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.

## COMMON CORE / STATE CONTENT STANDARDS/VOCABULARY OBJECTIVES

By the end of Grade 4, the student will be able to:

- \*Build an understanding of the cultural and social development of the United States.
- \*Describe ways that cultural groups influenced and impacted each other.
- \*Trace the role of migration and immigration of people in the development of the United States.
- \* Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.
- \*Identify the role of American Indians in the development of the United States.
- \* Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.
- \*Analyze the spatial organizations of people, places, and environment on the earth's surface.
- \* Use geographic skills to collect, analyze, interpret, and communicate data.
- \* Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.
- \*Trace the migration and settlement of human populations on the earth's surface.
- \* Identify the geographic features of Idaho.
- \*Explain basic economic concepts.
- \* Compare how American Indians and early settlers met their basic needs of food, shelter, and water.
- \* Describe how geographic features of Idaho have determined the economic base of Idaho's regions.
- \*Build an understanding of the foundational principles of the American political system.
- \* Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.
- Build an understanding of the organization and formation of the American system of government.
- \* Identify the three branches of state government and explain the major responsibilities of each.
- \*Build an understanding that all people in the United States have rights and assume responsibilities.
- \*Build an understanding of the evolution of democracy.

- \* Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.
- \*Build an understanding of multiple perspectives and global interdependence.
- \* Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage.

## **Idaho Content Standards Social Studies Concepts And Vocabulary Grade 4**

**\*This word list is not to be taught to students. The list is only reflective of concepts that students may encounter in classroom or state assessments.**

**\*The words in this list are intended to match the language of instruction to the language of assessment.**

**Students are expected to know and apply VOCABULARY from previous grades.**

history, missionary, religion, influence, impact, motive, issue, expansion, settler, settlement, immigrant, precious metal, mineral , tribe, treaty, reservation, compare, contrast, cultural materials, American Indian, Nez Perce Tribe, Kootenai tribe, Coeur d'Alene tribe, Shoshone-Paiute tribe, Shoshone-Bannock tribe, geography, data, map, number grid, letter grid, continent, ocean, landform, hemisphere, equator prime meridian, geographic skills, past, present, settlement patterns, geographic features, settlement, impact, tribal lands, aboriginal territory, ceded territory, compare, contrast, city, suburb, town, urban, rural, farm, factory, agriculture, industry, North Pole, South Pole, Idaho, United States of America, economics, supply, demand, scarcity, public property, private property, goods, services, specialization of labor, division of labor, unlimited wants, limited resources, basic needs, economic base, technological innovations, economic growth, government, self government, local government, state government, tribal government, rights, responsibilities, law makers, law enforcers, authority, power, justice, state symbols, executive branch, legislative branch, judicial branch, governmental functions, voting, elections elected officials, appointed officials, petition, lobby, popular consent, individual respect, equality of opportunity, personal liberty, cultural heritage, cultural group, racial group, religious group, multiple perspectives

### **INSTRUCTIONAL MATERIALS**

**Textbook:** A Rendezvous With Idaho History

Audio Cassettes and Activity Book

**Textbook:** The Idaho Adventure

Audio CD and Activity Book

**Various Idaho History Videos****Textbook:** Explore Our Land (Houghton Mifflin)**UNITS WITH INSTRUCTIONAL DATES**

<b>Date</b>	<b>Units and Chapters</b>	<b>Textbook</b>
1 <sup>st</sup> Quarter	Chapter 1--Symbols of Idaho Chapter 2—Geography of Idaho Chapter 3—Native Americans  <b>Unit 2 A Nation of Many People</b> <i>Chapter 4</i> Lesson 1—The Fabric of Our Nation Lesson 2—Where Do People Live Lesson 3—Working in America	A Rendezvous With Idaho History   Explore Our Land
2 <sup>nd</sup> Quarter	<i>Chapter 5</i> Lesson 1—Governing Ourselves Lesson 2—Our Heritage of Liberty Lesson 3—Strength in Unity  <b>Chapter 1—Let’s Learn about Idaho!</b> Lesson 1: Setting the Stage Lesson 2: Where in the World are We? Lesson 3: Natural Features Lesson 4: Human Features  <b>Chapter 2—Idaho’s Native People</b> Lesson 1: The First People Lesson 2: Native People of Idaho Lesson 3: A Way of Life That Lasts Lesson 4: Government and Current Issues  <b>Chapter 3—Explorers and Fur Traders</b> Lesson 1: Exploring the Land to the West Lesson 2: Fur-Trading Days	Explore Our Land   The Idaho Adventure   The Idaho Adventure



## GRADING PROCEDURES

Chapter Tests	100 points
Chapter Review	100 points
Chapter Projects	Letter Grade
Quiz	10 points

99-100	A+
94-98	A
90-93	A-
86-89	B+
83-85	B
80-82	B-
76-79	C+
73-75	C
70-72	C-
66-69	D+
63-65	D
60-62	D-
59 --	F

## CLASS RULES

We will listen to ALL adults in the building.

We will work quietly.

We will come to class prepared and with our school work completed.

We will respect our school, classmates, and the belongings of our classmates.

We will not bully others.

We will speak only when others are not speaking.

We will finish all schoolwork first.

We will put away all items correctly and keep all areas of the room clean.

### **My Pledge to Students**

The following is a list of goals that I have set for myself this year. I will make every effort to live up to these goals:

- 1) I will treat you with respect, so you will know how to treat me.
- 2) Feel free to do anything that doesn't cause a problem for anyone else.
- 3) If you can't solve a problem, or choose not to, I will do something.
- 4) What I do will depend on the special person and the special situation.
- 5) If you feel something is unfair, whisper to me, "I'm not sure that is fair," and we will talk.
  
- 6) I will greet students each morning with a smile, and will be generous with my smiles throughout the day.

- 7) I will look for opportunities to reward and praise students for their work and good behavior.
  - 8) I will not show favoritism, and will try to be fair to all.
  - 9) I will use fair and appropriate methods of discipline.
  - 10) I will try to make classroom instruction as interesting as possible and look for new and diverse ways of presenting materials.
  - 11) I will maintain a positive atmosphere for learning.
  - 12) I will treat my students with respect and will not embarrass them in front of their classmates.
  - 13) I will make myself available and approachable to students.
- 14) I will recognize the individuality of my students and will provide opportunities for each of them to experience success. I pledge to work diligently to make this a very successful year for us all.

#### **MISCELLANEOUS**