

Content Area: <i>Social Studies</i>	
Grade Level: <i>Grade 4 - Core</i>	Quarter: <i>1st</i>
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> ● Core CNMI PSS benchmarks for Social Studies – Grade 4 has been modified to address schools on half-day sessions and/or remote learning. ● Benchmarks slated for a given quarter should at all events be taught in the designated quarter in order to allow for horizontal alignment with other schools in the district. ● Enduring understandings are the big generalizations for the topic/concept. ● For Grade 4 NMI context shall be embedded for 75-80% of instructional time. 	
<p>Primary Instructional Materials (BOE Approved): <i>Pearson MyWorld Grade 4 Social Studies; Regions; 2013 National + Realize</i> * Accommodations: Closed Captioned Videos, Songs, Digital Audio Text, Visual Cues, ELL and Differentiation lesson support</p>	
<p>Grade 4 description</p> <p>C: International relations occur between the CNMI, the United States, and other countries.</p> <p>G/E: Environment changes physically due to natural events and human interaction.</p> <ul style="list-style-type: none"> ● world in spatial terms and learn basic geographic skills and methods, ● physical processes that occur in nature. ● basic components of varying ecosystems, the importance of managing our environment and natural resources, and the impacts that humans make on our environment. ● relationship between the environment, society, and economic systems. ● people benefit from and are challenged by working together <p>H: Use timelines to understand Pacific history.</p> <ul style="list-style-type: none"> ● the importance of CNMI and Pacific symbols, ● history of the native Pacific Islanders and their relations with the first immigrants and Western explorers and that settled. <p>Skills such as accessing and obtaining information, thinking and organizing, communicating and inquiry, problem solving, and decision-making are emphasized.</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Differentiate various geographic tools and representations ● Locate and describe landforms and bodies of water in the U.S. / CNMI. ● Explain how natural features and political considerations provide the basis for state and national boundaries. ● Identify research question and design investigations for a historical event. ● Describe and illustrate how common themes are found across different culture over time in the CNMI/US History. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How can people describe the location of a place? ▪ What tools can be used to locate places? ▪ How does Geography affect the way we live? ▪ What unique landforms divide or are shared within regions? ▪ How did cultures changes when the Europeans and native peoples of North America/NMI met?

<ul style="list-style-type: none"> • Natives lived in NMI / North America before Europeans colonized. • Colonies/colonized people fight for their independence. • Ideas and events that led to independence; key figures who contributed to independence and writing the founding documents. • Manifest destiny is a clear duty to expand the nation. • New industries and immigration are important to the growth of our nation/islands. • Discuss how our nation's/islands' history reflects both continuity and change. 	<ul style="list-style-type: none"> ▪ What events led the NMI/US to independence? ▪ How does manifest destiny affect our nation/islands?
<p align="center">Pacing Map (by weeks):</p>	<p align="center">Standards and Benchmarks: (BOE Approved):</p>
<p>Grade 3 missed in 4th Quarter SY2019-2020 <i>"Celebrating Our Communities"</i> Culture 1 (Comparing cultures through family): H.3.8.1: Describe various changes in family life in different cultures over time.</p>	
<p align="center">Week 1</p> <p>Chapter 1: Geography of the United States Mon: Chapter Opener: Big Q; myStory Video (3:27); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch. 1: <u>Lesson 1: Land & Regions in the US</u> Tue: Lesson Intro- Big Q; Envision + Read Wed: Read + Got It, <i>Q: How are the three largest islands in the CNMI examples of how geography affects the way people live?</i> Thu: *My Story Idea</p> <p>Resources: https://kids.kiddle.co/List_of_islands_in_the_Pacific_Ocean https://www.cia.gov/library/publications/the-world-factbook/</p>	<p align="center">Welcome & practice lesson format</p> <p>* Lesson 1 meets a benchmark to be assessed. Take some time for understanding. Review next week if needed.</p> <p>G.4.3.4</p> <p>Describe the CNMI in terms of relative location, distance, direction, scale, and region.</p>
<p align="center">Week 2</p> <p align="center">Chapter 1</p> <p align="center">21C Skills (Maps)</p> <p>Ch.1: <u>Lesson 3: Regions and Resources</u> ¹. Lesson Intro; Envision+ Read; ². Read + Got It; ³. My Story Idea</p>	<p>G.4.4.3</p> <p>Explain the relationship between use of <u>natural resources</u> and patterns of human settlement, population growth, and economic activity.</p>
<p align="center">Week 3</p> <p align="center">Chapter 1</p> <p>Ch.1: <u>Lesson 4: People and the Land</u> ¹. Lesson Intro; Envision+ Read; ². Read + Got It; ³. My Story Idea</p>	<p>G.4.4.2</p> <p>Describe <u>human-induced changes</u> that are impacting certain regions, including the CNMI, and the possible future impact of these changes.</p> <p><i>Connected to 3.4.1 and Science priority.</i></p>

<p>Leveled Reader: Theodore Roosevelt (Conservationist) <i>also aligned to Chapter 5.</i></p>		
<p>Week 4</p> <p>Chapter Closer Vocab Review, Activity: May I Have a Menu, Please? myStoryBook</p> <p>Chapter 1 Review/ Assess (Ch. 1: L1, L3-4) Review the Big Q, Video Assessment Choices: myWorld Activity, myStoryBook, Chapter Assessment</p>		<p>G.4.3.4, G.4.4.2, G.4.4.3</p> <p>Projects, Extension activities, Applying local context, Exams</p>
<p align="center">Chapter 2: American's and Their History</p> <p>H.4.7.1: Describe chronological patterns of events on a timeline, shall be embedded as a student product.</p>		
<p>Week 5</p> <p>Chapter 2: American's and Their History Chapter Opener: Big Q; myStory Video (2:50); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch.2: Lesson 1: American and Europe <i>Early exploration</i> 1. Lesson Intro; Envision+ Read; 2. My Story Idea</p>	<p>H.4.7.2</p>	<p>Describe early Pacific island/ European colonial cultures and their environment.</p> <p><i>Connect to the metawal wool trade route, and resources.</i></p>
	<p>H.4.7.3</p>	<p>Describe the interactions between native Pacific Islanders/American Indians and the early western- European explorers and settlers</p> <p><i>Connect to the early contact with whaling ships and arrival of Spanish explorers (missions and government).</i></p>
<p>Week 6</p> <p>21C Skills (Timelines)</p> <p>Ch.2: Lesson 2: A New Nation <i>Events leading to a new nation/ commonwealth; include notable colonists and wars</i> 1. Lesson Intro; Envision+ Read; 2. My Story Idea</p> <p><i>Q: How have your islands changed over time? In 1945 were they a state, territory, or other?</i></p>	<p>H.4.7.4</p>	<p>Evaluate geographic, economic, or religious reasons for early western exploration and settlement of the Pacific Islands/ United States.</p>
	<p>H.4.7.1</p>	<p>Describe chronological patterns of events on a timeline.</p> <p><i>The different colonial eras in the NMI.</i></p>
	<p>H.4.8.1</p>	<p>Describe the chronological order of major historical events in the CNMI/US and their significance to people now.</p> <p><i>Trust Territory – Commonwealth Decisions for the NMI in the Congress of Micronesia</i></p>

<p style="text-align: center;">Week 7</p> <p>Ch.2: Lesson 3: Growth and Civil War <i>*Manifest Destiny & New Industries</i> 1. Lesson Intro; Envision+ Read; 2. My Story Idea</p> <p style="text-align: center;">Leveled Reader: Willa Cather (pioneer, immigrant, & American novelist)</p> <p>Start the myWorld Activity, continue next week Activity: Events That Happened, Here and There <i>Adapt for students to prepare a PowerPoint featuring the different eras, from pre-contact to Commonwealth (to present day optional, or pick 5 to feature: Ancient Chamorro Society, Spanish, German, Japanese, T.T., CNMI, Present)</i></p>	H.4.7.5	5 Explain reasons for recent immigration to the Pacific region/ the United States and immigrant’s experiences.
<p>Ch.2: Lesson 4: The U.S. Becomes a World Power; <i>Immigration, industry, & civil rights (CNMI manufacturing era); depression and recovery (H.4.7.5 Explain reasons for recent immigration to the Pacific region/ the United States and immigrant’s experiences.)</i></p> <p>Ch.2: Lesson 5: The U.S. Since World War II; <i>Since WWII- technology and collaboration with various nations; terrorism/nuclear threat (H.4.8.1 Describe the chronological order of major historical events in the CNMI and their significance to people now.)</i></p> <p style="text-align: center; color: #A52A2A;">Recommended for morning journal, current events, homework, or extension activity.</p>		
<p style="text-align: center;">Week 8</p> <p style="text-align: center;"><u>Chapter Closer</u> Vocab Review, Activity: Events That Happened, Here and There myStoryBook</p> <p style="text-align: center;">Chapter 2 Review/ Assess (Ch. 2: L1-3) Review the Big Q, Video Assessment Choices: myWorld Activity, myStoryBook, Chapter Assessment</p>	H.4.7.2, H.4.7.3, H.4.7.4, H.4.7.5 Projects, Extension activities, Applying local context, Exams	

Content Area: Social Studies	
Grade Level: Grade 4- Core	Quarter: 2nd

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Analyze and synthesize information from multiple sources ▪ Analyze the current political system ▪ The US/CNMI government is a democratic republic; in a democracy citizens are responsible for how their government works. ▪ Governments make laws and supply services. ▪ Founding documents establish our government, and identify the ideas and principles within. ▪ The importance of the Declaration of Independence, the Preamble, the Constitution, the Covenant, and the Bill of Rights. ▪ Governments have different structures. ▪ Constitutions tell how governments work. ▪ Governments have different powers. ▪ The three branches of government have functions and responsibilities; system of checks and balances within the three branches. ▪ The levels of government have differences between them. ▪ There are important rights that belong to citizens of the United States. ▪ National and state symbols and holidays commemorate people, events, and ideals of our government. ▪ Develop a logical argument to influence the decision-making process. ▪ An economy uses resources, people, and machines to produce goods and services. ▪ Economies are made up of producers and consumers. ▪ The price for goods and services depends on supply and demand. ▪ Businesses work to earn income and profit, by providing goods and services. ▪ People make economic decisions daily; opportunity cost shapes economic choices. ▪ The role of banks and saving. ▪ Nations trade with each other and specializing in producing different goods and services. ▪ Technology has led to an increase of global trade. ▪ Interdependence within countries occurs with economic globalization, and impacts our world. ▪ Specialization and the division of labor lead to high quality products and increased productivity. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ What is special about the American/ CNMI government? ▪ What are the principles on which our government is based? ▪ What are the responsibilities of the three branches of government? ▪ How do citizens in a democracy have both rights and responsibilities? ▪ How does the economy meet our needs and wants? ▪ How do businesses supply goods and services to match demand? ▪ How do people make economic decisions? ▪ How does a global economy affect people’s lives?
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (BOE Approved):</p>
<p>Grade 3 missed in 4th Quarter SY2019-2020 <i>“Working in Our Communities”</i></p>	

Culture 2 (Perception through Art and Music): H.3.8.2: Explain how differences in perception affect people’s interactions with the world.
 E.3.5.1 Describe how people use the natural resources from their environment to satisfy wants and needs.
 E.3.5.2 Describe goods produced in the local and regional communities for export and foreign produced goods for import, past and present.

<p style="text-align: center;">Week 1</p> <p style="text-align: center;">Chapter 3: Government in the U.S. Chapter Opener: Big Q; myStory Video (2:07); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p style="text-align: center;">Ch3. Lesson 1: Principles of Our Gov’t ¹. Lesson Intro; Envision+ Read; ². My Story Idea (optional)</p>	<p>Lesson 1 does not need to be assessed, but it is good to study as a foundation for Lesson 2.</p> <p>What is Government? <i>Why do you think countries need government? What power do citizens have in a democracy? In a democracy, what happens if citizens are unhappy with their leaders? What does our government do?</i></p> <p>Our Founding Principles <i>What principles for our government are written in the Declaration of Independence? Are the principles included in the Declaration of Independence facts or opinions? Why? According to the Declaration of Independence, what is the purpose of government?</i></p> <p>Constitution <i>What are the first three words in the preamble to the Constitution, and what do they mean? How do the main sections of the Constitution describe how our government works? How does the Bill of Rights limit the powers of the government?</i></p>	
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">Ch3. Lesson 2: How Our Gov’t Works ¹. Lesson Intro; Envision+ Read; ². Read + Got It; ³. My Story Idea</p> <p>Compare the Levels of Government: National, State – CNMI, Local; Constitutional similarities and differences in re 3 branches.</p>	<p>C.4.2.1</p>	<p>Explain the major responsibilities of each of the three branches of government in the US/CNMI as defined in its constitution.</p>
<p style="text-align: center;">Week 3</p> <p style="text-align: center;">Ch3. Lesson 3: Our Rights and Responsibilities (<i>National Pride</i>) ¹. Lesson Intro; Envision+ Read; ². My Story Idea</p> <p>Leveled Readers: James Madison and/or Thomas Jefferson</p>	<p>H.4.8.2 H.3.8.2</p>	<p>Explain the significance of local and regional symbols, slogans, and mottoes in the CNMI and Pacific region.</p>
<p style="text-align: center;">Week 4</p> <p style="text-align: center;">Chapter Closer Vocab Review, Activity: Becoming an American (<i>nat’l pride</i>) <i>Alternatively create a brochure that outlines the 3 branches of government w/ 1 column dedicated to CNMI specific (gov’t).</i> myStoryBook</p>	<p>C.4.2.1, C.4.2.2, H.4.8.2, H.4.8.3</p> <p>Projects, Extension activities, Applying local context, Exams</p>	

<p>Review/ Assess (Ch. 3: L1-3) Review the Big Q, Video Assessment Choices: myWorld Activity, myStoryBook, Chapter Assessment</p>		
<p>Week 5 Chapter 4: The Nation's Economy Chapter Opener: Big Q; myStory Video (2:30); myStory Spark; (Words to Know, Reading Skill Practice)</p> <p>Ch.4: Lesson 1: What is the Economy? 1. Lesson Intro; Envision+ Read; 2. My Story Idea (<i>links to the final myStoryBook</i>) <i>How do producers affect consumers?</i> <i>How do consumers affect producers?</i></p> <p>Ch.4: Lesson 2: Trade and Markets 1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea <i>What do businesses think about as they try to meet demand?</i></p>	<p>Lesson 1 does not need to be assessed, but it is good to study as a foundation for Lesson 2.</p>	
<p>Week 6 Ch.4: Lesson 3: People and the Economy 1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea <i>Why is it important to make smart choices when spending money? Why do people need an income? How do banks help meet people's needs?</i></p>	<p>E.4.6.2</p>	<p>Explain how buyers and sellers determine prices, and how changes in prices affect incentives to produce, consume, invest and save.</p>
<p>Week 7 Ch.4: Lesson 4: A Global Economy 1. Lesson Intro; Envision+ Read; 2. Read + Got It; 3. My Story Idea</p> <p>Leveled Readers: Cornelius Vanderbilt and/or Wally Amos</p>	<p>E.4.5.2</p>	<p>Explain that there are opportunity costs whenever a choice is made about how to use a resource</p>
	<p>E.4.6.1 (supporting)</p>	<p>Describe how banks are intermediaries between savers and borrowers by providing currency and other forms of money to consumers.</p>
	<p>E.4.5.1 E.3.5.1</p>	<p>Describe how different types of resources are invested in and developed in order to produce goods, services and wealth.</p>
	<p>E.4.5.3 E.3.5.2</p>	<p>Describe how specialization in the production and distribution of particular goods in a state, region, or country leads to trade between them</p>
	<p>E.4.6.3 (supporting)</p>	<p>Explains the effects of major economic concepts of the market system</p>
<p>Week 8 Chapter Closer Vocab Review, Activity: The Drama of Economics myStoryBook</p> <p>Review/ Assess (Ch. 3: L1-3) Review the Big Q, Video Assessment Choices: myWorld Activity, myStoryBook, Chapter Assessment</p>	<p>E.4.5.1, E.4.5.2, E.4.5.3, E.4.6.2, E.4.6.1, E.4.6.3 (supporting standards)</p> <p>Projects, Extension activities, Applying local context, Exams</p>	

