

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Fourth

Subject: Social Studies

Adoption Date: 4/1/14

Revision Date: 4/8/22

	MP1	MP2	MP3	MP4
Pacing Guide	Why is the NE an important region of the US? ( 7 weeks) What do you know about Cape May County? (2 weeks)	Why is the SE an important region of the US? ( 6 weeks) Why was slavery used in the SE ? ( 3 weeks)	Why are the MW and SW important regions of the US? (6 weeks) How do we make, spend, and save money? (3 weeks)	Why is the West an important region of the US? ( 5 weeks) How are the countries of our world the same and different than our country? (4 weeks)
Instructional Materials	1.McGraw Hill Social Studies Program 2. Smart Board Resources 3. Discover Magazines 4. Weekly Reader/ Non Fiction supplements 5. Web Quests 6. Brain Pops 7. Discoveryeducation.com	1.McGraw Hill Social Studies Program 2. Smart Board Resources 3. Discover Magazines 4. Weekly Reader/ Non Fiction supplements 5. Web Quests 6. Brain Pops 7. Discoveryeducation.com	1.McGraw Hill Social Studies Program 2. Smart Board Resources 3. Discover Magazines 4. Weekly Reader/ Non Fiction supplements 5. Web Quests 6. Brain Pop 7. Discoveryeducation.com	1.McGraw Hill Social Studies Program 2. Smart Board Resources 3. Discover Magazines 4. Weekly Reader/ Non Fiction supplements 5. Web Quests 6. Brain Pops 7. Discoveryeducation.com
Activities	<b>Activity One:</b> Students will locate states, capitals,	<b>Activity One:</b> Students will locate states, capitals, and	<b>Activity One:</b> Students will locate states, capitals, and	<b>Activity One:</b> Students will locate states, capitals, and

	<p>and significant features in NE region on a map and create a region information booklet.</p> <p><b>Activity Two:</b> Students will familiarize themselves with the Northeast States by creating a “Region Monster” with the outline of the region's states.</p> <p><b>Activity Three :</b>Students will research Cape May County’s landmarks, landforms, waterways and historical events in order to participate in My County Poster Contest.</p>	<p>significant features in SE region on a map and create a region information booklet.</p> <p><b>Activity Two:</b> Students will familiarize themselves with the Northeast States by creating a “Region Monster” with the outline of the region's states.</p> <p><b>Activity Three:</b> Students will research a crop of the SE and present. Discuss how these crops are so important to the SE and lead to slavery.</p>	<p>significant features in MW and SW region on a map and create a region information booklet.</p> <p><b>Activity Two:</b> Students will familiarize themselves with the Northeast States by creating a “Region Monster” with the outline of the region's states.</p> <p><b>Activity Three:</b> Students will plan a trip to the SW region. They will research the costs and plan how to save for the trip.</p>	<p>significant features in West region on a map and create a region information booklet.</p> <p><b>Activity Two:</b> Students will familiarize themselves with the Northeast States by creating a “Region Monster” with the outline of the region's states.</p> <p><b>Activity Three:</b>Students will research a country’s government, economics; currency; traditions, animals/plants, and landscape. Students will present at a World Showcase.</p>
Standards	6.1.4.C.1, 2, 3, 4, 5, 8 6.1.4.D.2, 4, 9 6.1.4.B.6,9, 6.1.4.A.1,2,3,4,5,6,7,8,9 6.1.4.D.5,6,7,8,	6.1.4.C.1, 2, 3, 4 6.1.4.D.10, 6.1.4.A.13 6.1.4.A.10	6.1.4.C.1, 2, 3, 4 6.1.4.B.2,3,56.1.4.B.5	6.1.4.C.1, 2, 3, 4 6.1.4.D.18, 19,20 6.1.4.A.14, 15, 16 6.1.4.B.5,7
Accommodations and Modifications	<b>English language learners:</b> simplify language used in instruction, provide wordbank and translation dictionary, assign a partner (same language or English speaking)	<b>English language learners:</b> simplify language used in instruction, provide wordbank and translation dictionary, assign a partner (same language or English speaking) (Activity Three)	<b>English language learners:</b> simplify language used in instruction, provide wordbank and translation dictionary, assign a partner (same language or English speaking)	<b>English language learners:</b> simplify language used in instruction, provide wordbank and translation dictionary, assign a partner (same language or English speaking)

	<p><b>At Risk of School Failure:</b> Implement behavior/academic contracts. Use behavioral mgmt techniques consistently within the classroom and across classes. (Activity One)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students. Ask higher level questions. (Activity Two)</p> <p><b>Students with 504 plans:</b> Close proximity to the teacher. Provide simplified/additional instructions. (Activity One)</p> <p><b>Special Education:</b> Reduce the number and/or difficulty of questions or tasks on projects and homework assignments. Limit and/or explain new vocabulary and highlight terms in reading materials as needed. Provide listening/reading alternatives for difficult social studies texts.</p>	<p><b>At Risk of School Failure:</b> Implement behavior/academic contracts. Use behavioral mgmt techniques consistently within the classroom and across classes. (Activity One)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students. Ask higher level. (Activity Two)</p> <p><b>Students with 504 plans:</b> Close proximity to the teacher. Provide simplified/additional instructions.</p> <p><b>Special Education:</b> Reduce the number and/or difficulty of questions or tasks on projects and homework assignments. Limit and/or explain new vocabulary and highlight terms in reading materials as needed. Provide listening/reading alternatives for difficult social studies texts.</p>	<p><b>At Risk of School Failure:</b> Implement behavior/academic contracts. Use behavioral mgmt techniques consistently within the classroom and across classes. (Activity One)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students. Ask higher level. (Activity Two)</p> <p><b>Students with 504 plans:</b> Close proximity to the teacher. Provide simplified/additional instructions.</p> <p><b>Special Education:</b> Reduce the number and/or difficulty of questions or tasks on projects and homework assignments. Limit and/or explain new vocabulary and highlight terms in reading materials as needed. Provide listening/reading alternatives for difficult social studies texts.</p>	<p><b>At Risk of School Failure:</b> Implement behavior/academic contracts. Use behavioral mgmt techniques consistently within the classroom and across classes. (Activity One)</p> <p><b>Gifted and Talented Students:</b> Give students opportunities to mentor other students. Ask higher level. (Activity Two)</p> <p><b>Students with 504 plans:</b> Close proximity to the teacher. Provide simplified/additional instructions. (Activity Three)</p> <p><b>Special Education:</b> Reduce the number and/or difficulty of questions or tasks on projects and homework assignments. Limit and/or explain new vocabulary and highlight terms in reading materials as needed. Provide listening/reading alternatives for difficult social studies texts.</p>
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Interdisciplinary Connections	<ul style="list-style-type: none"> <li>Students will discuss and learn about the scientific reasons behind various landforms.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create a “Region Monster” with the outline of the region's states and write about their monster.</li> </ul>	<ul style="list-style-type: none"> <li>Students research the weather patterns of the Midwest.</li> </ul>	<ul style="list-style-type: none"> <li>Students will research a volcano that can be found in our galaxy and compare it to the volcanoes of Hawaii.</li> </ul>
Assessments	<p><b>Benchmarks:</b> Teacher Observations Quizzes Tests</p> <p><b>Formative Assessments:</b> Region Packets Maps</p> <p><b>Summative Assessment:</b> Projects in Class</p>	<p><b>Benchmarks:</b> Teacher Observations Quizzes Tests</p> <p><b>Formative Assessments:</b> Region Packets Maps</p> <p><b>Summative Assessment:</b> Projects in Class</p>	<p><b>Benchmarks:</b> Teacher Observations Quizzes Tests</p> <p><b>Formative Assessments:</b> Region Packets Maps</p> <p><b>Summative Assessment:</b> Projects in Class</p>	<p><b>Benchmarks:</b> Teacher Observations Quizzes Tests</p> <p><b>Formative Assessments:</b> Region Packets Maps</p> <p><b>Summative Assessment:</b> Projects in Class</p>
21st Century Themes and Skills	<p><b>CRP1</b> <b>CRP2</b> <b>CRP6</b> <b>CRP8</b> <b>9.4.5.CI.3</b> <b>9.4.5.TL.3</b></p>	<p><b>CRP1</b> <b>CRP2</b> <b>CRP6</b> <b>CRP8</b> <b>9.4.5.CI.3</b> <b>9.4.5.TL.3</b></p>	<p><b>CRP1</b> <b>CRP2</b> <b>CRP6</b> <b>CRP8</b> <b>9.4.5.CI.3</b> <b>9.4.5.TL.3</b></p>	<p><b>CRP1</b> <b>CRP2</b> <b>CRP6</b> <b>CRP8</b> <b>9.4.5.CI.3</b> <b>9.4.5.TL.3</b></p>