

Fourth Grade Social Studies Instructional Guide 2009-2010
Second Quarter October 12, 2009 – December 18, 2009

Instructional Period	Content Standards and Learning Objectives	Vocabulary Focus	Curriculum and Resources	Projects and Assessments
<p align="center">Weeks of Oct 12-Oct 19</p> <p align="center">Too Good For Drugs Lessons 8 & 9</p>	<p>Unit 2: Early People in California 4.2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.</p> <p>Learning Objective: How did early people live in California?</p>	<p><u>Lesson 1:</u> trade tradition custom belief religion legend</p>	<p><u>Lesson 1 (2 periods):</u> How did early people live in California? 3T4/pp. 31-36</p>	<p><u>After Lesson 1:</u> <u>Lesson 1</u> <u>Assessment</u> p. 36T6</p>
<p align="center">Week of Oct 26</p> <p align="center">Too Good For Drugs Lesson 10</p>	<p>4.2.2 Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.</p> <p>Learning Objective: How did early Europeans come to California?</p>	<p><u>Lesson 2:</u> explore current</p>	<p><u>Lesson 2 (1 period):</u> How did early Europeans come to California? 3T4/pp. 37-40</p>	<p><u>After Lesson 2:</u> Journal Assessments: Create a narrative journal describing a day in the life of a Native American child. Two (2) illustrations should be included in your journal. (See Native American rubric on web site and 36T4). Go over student prompt and Native American Journal Rubric with students when assigned. Or p. 40T6</p>

<p>Week of Nov 2 – Nov 9</p>	<p>4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p> <p>Learning Objective: How did the Spanish change how California Indians lived?</p>	<p><u>Lesson 3:</u> colony expedition missionary mission Catholicism</p>	<p><u>Lesson 3 (3 periods):</u> How did the Spanish change how California Indians lived? 41T4/pp. 41-44</p>	<p><u>After Lesson 3:</u> Pretend you were a Spanish explorer. Create a journal telling places explored, problems and solutions on the trip, exciting moments, and interesting details. (See Spanish explorer journal rubric on website). Go over student prompt and Spanish Explorer Journal Project prompt with students when assigned. Teachers can also use 64T28-64T30 to assist students Or p. 44T6</p>
<p>Week Of Nov 9</p>	<p>4.2.4 Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p> <p>Learning Objective: What was Spain’s influence in California?</p>	<p><u>Lesson 4:</u> fort</p>	<p><u>Lesson 4 (1 period):</u> What was Spain’s influence in California? 45T4-pp. 45-48</p>	<p><u>Lesson 5</u> <u>Assessment</u> p. 52T6</p>
<p>Week of Nov 16</p>	<p>4.2.5 Describe the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos.</p> <p>Learning Objective: What was life like in Spanish and Mexican California?</p>	<p><u>Lesson 5:</u> occupy presidio pueblo land grant rancho economy</p>	<p><u>Lesson 5 (1 period):</u> What was life like in Spanish and Mexican California? 49T4/pp 49-52</p>	<p><u>Lesson 6</u> <u>Assessment</u> p. 56T6</p>
<p>Week of Nov 16</p>	<p>4.2.6 Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.</p> <p>Learning Objective: How did California’s early economy change?</p>	<p><u>Lesson 6:</u> hunter-gatherer dam cultivate irrigation</p>	<p><u>Lesson 6 (1 period):</u> How did California’s early economy change? 53T/pp 53-56</p>	<p><u>Lesson 6</u> <u>Assessment</u> p. 56T6</p>

<p>Week of Nov 23</p>	<p>4.2.7 Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America. Learning Objective: How did the Mexican War for Independence affect California?</p>	<p><u>Lesson 7:</u> government territory boundary</p>	<p><u>Lesson 7 (1 period):</u> How did the Mexican War for Independence affect California? 57T4/pp 57-60</p>	<p><u>Lesson 7 Assessment</u> p. 60T6</p>
<p>Week of Nov 30</p>	<p>4.2.8 Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy. Learning Objective: How did Mexican rule affect California?</p>	<p><u>Lesson 8:</u> tax</p>	<p><u>Lesson 8 (1 period)</u> How did Mexican rule affect California? 61T4/pp 61-64</p>	<p><u>Lesson 8 Assessment</u> p. 70T6</p>
<p>Week of Nov 30</p>	<p>Unit 2 Assessment</p>			<p>Unit 2 Assessment Multiple Choice p. 64T31-33 or Short Answer p. 63T34-36</p>

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<p align="center">Week of Dec 7</p>	<p>Unit 3: Early History to Statehood 4.3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort. Learning Objective: Where were California's settlements?</p>	<p><u>Lesson 1:</u> pioneer</p>	<p><u>Lesson 1 (1 period):</u> Where were California's settlements? 67T4/pp. 67-70</p>	<p><u>Lesson 1 Assessment</u> p. 70T6</p>
<p align="center">Week of Dec 7-Dec14</p>	<p>4.3.2 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico). Learning Objective: How did the discovery of gold affect California?</p>	<p><u>Lesson 2:</u> expand migrate immigrate</p>	<p><u>Lesson 2 (2 periods):</u> How did the discovery of gold affect California? 71T4/pp 71-74</p>	<p><u>After Lesson 2:</u> Fill in maps showing the over land and sea routes to California. Include the routes of the California Trail, Cape Horn, and the Isthmus of Panama (see Route Map rubric). Give students two maps, one U.S. map and one world map. Go over Route Map Rubric and student prompt when assigned. Or p. 74T6</p>