Ganado Unified School District (Social Studies/4th Grade)

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academ ic)
4 TH QUARTER March 2016 to May 2016	Unit 4 <u>Arizona's Government and Economy</u> To be covered in 4 th Quarter			
Unit 4 Arizona's Government and Economy • Social Studies Text-	Introduce the Unit	Introduce the Unit	Introduce the Unit -I can compare and contrast information relevant to social studies. -I can describe how regions have distinct cultural and physical characteristics. -I can describe the cultural characteristic of Arizona's diverse population.	Introduce the Unit
book • Social Studies Teacher Edition • Focus Skills	Lesson 1 Describe the three branches of state and national government: a. executive b. Legislative c. Judicial SS04-S3C2-01	Lesson 1 How does government in Arizona work?	Lesson 1 -I can describe the responsibilities of state and national government. -I can describe the levels of government and the services they provide. -I can interpret and apply information presented in a flowchart. -I can describe how the state government of Arizona makes laws.	Lesson 1 Federal Legislative branch Executive branch Judicial branch Consequence Veto

	Trancna	Describe different levels of government		-I can describe Arizona's transition to	Jury
	Transpa	SS04-S3C2-02		statehood, including the location of the	Responsibility
	rency	Describe the responsibilities of state		state capitol, Phoenix.	County
	II	government.		-I can describe the history and	Flowchart
•	Home	SS04-S3C3-01		characteristics of the Arizona Capitol.	Tiowellan
	Work	Describe the responsibilities of the local		characteristics of the Arizona Capiton.	
	and	government.			
	practice	SS04-S3C3-02			
	Book	Describe the possible consequences of violating			
		laws.			
•	Vocabu-	SS04-S3C3-03			
	lary	Describe why state and local governments			
	transpar	collect taxes.			
	ency	SS04-S5C2-02			
		Use the following to interpret historical data:			
•	Time-	b.graphs, tables, charts and maps			
	Links	SS04-S2C1-01			
		Describe the responsibilities of state		Lesson 2	
		government.		-I can identify the rights and freedoms	
		SS04-S3C3-01		supported by the Bill of Rights and the	
		5504-5505-01		Statement of Natural Rights.	
		Lesson 2		-I can describe the influence of key	
		Describe the influence of key individuals in		individuals in Arizona.	
		Arizona.	Lesson 2	-I can describe the importance of citizens	Lesson 2
		SS04-S1C10-03	What are the rights,	becoming actively involved in the	Natural rights
		Identify the rights and freedoms supported by	responsibilities, and roles of	democratic process.	Democracy
		the following documents:	citizenship?	-I can describe state and national symbols	Candidate
		b.Bill of Rights	onizoninp.	and monuments that represent American	Persevere
		c.Statement of Natural Rights as found in		democracy and values: Great Seal of the	Volunteer
		the Declaration of Independence		United States, Arizona symbols, and war	, stunteer
		SS04-S3C1-02		memorials.	
		Discuss ways an individual can contribute to a			
		school or community.			
		SS04-S3C4-01			
		Identify traits of character that are important to			
		the preservation and improvement of			
		democracy.			
		uemoeraey.	1		

SS04-S3C4-02Describe the importance of citizens being actively involved in the democratic process. SS04-S3C4-03Describe state and national symbols and monuments that represent American democracy and values: a. Great Seal of the United States b. Arizona symbols c. War memorials SS04-S3C1-01Lesson 3 Describe the economic development of Arizona: a. mining b. farming and dams SS04-S3C1-01Explain the decision for a personal spending choice. SS04-S5C1-01 Identify that specialization improves standards of living. SS04-S5C1-02 Give examples of how voluntary exchanges of goods and services can be mutually beneficial. SS04-S5C1-03 Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce. SS04-S5C2-03 Identify the role of financial institutions in providing services.	Lesson 3 How does the economy affect the people of Arizona?	Lesson 3 -I can describe the economy of Arizona. -I can describe income and how specialization improves standards of living. -I can discuss how incentives affect choices. -I can explain the decision-making process for a personal spending choice. -I can discuss how price incentives affect people's behavior and choices. -I can use primary and secondary sources to locate important information. -I can discuss geographic knowledge and skills related to current events.	Lesson 3 High-tech Export Import Standard of living Specialization Incentive Trade-off Opportunity cost
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SS04-S5C2-06		
Describe how interest is an incentive to saving		
C		
money. SS04-S5C5-01		
Describe how Mexico and Arizona are		
connected by the movement of people, goods and ideas.		
SS04-S4C4-02		
Explain the decision for a personal spending		
choice.		
SS04-S5C1-01		
Describe current events using information from		
class discussions and various resources.		
SS04-S1C10-01		
Discuss the connections between current and		
historical events and issues from content		
Studied in Strand 1 using information from		
class discussions and various resources.		
SS04-S1C10-02		
Describe current events using information from		
class discussions and various resources.		
SS04-S2C9-01		
Discuss geographic knowledge and skills		
related to current events.		
SS04-S4C5-02	Lesson 4	
Describe the impact of Native Americans,	-I can describe different ethnic groups in	
Hispanics and newcomers from the United	Arizona.	
States and the world on the culture of Arizona.	-I can explore the cultural diversity of	
	Arizona.	
Lesson 4	-I can describe the civic and	
SS04-S1C5-04	governmental contributions of Sandra	
Describe the influence of key individuals in	Day O'Connor.	
Arizona.	-I can use different types of maps to solve	
SS04-S1C10-03	problems.	
Discuss the contributions of diverse populations	-I can locate physical and human features	
to Arizona.	in Arizona using maps.	
SS04-S1C10-04		

Describe the varied backgro	ounds of people	Lesson 4	-I can analyze artifacts that represent	
living in Arizona:	r r	What different ethnic groups	Arizona's history and culture.	Lesson 4
a. shared principles,	goals, customs, and	live in Arizona?		Ancestor
traditions.	5 , ,			Emancipate
b. Diversity in one's	school and			Principle
community				Diversity
c. Benefits and challe	enges of a diverse			Population density
population.	-			-
SS04-S3C1-04				
Describe the cultural charac	cteristics of			
Arizona's diverse population	n.			
SS04-S4C4-04				
Describe the influence of kee	ey individuals in			
Arizona.				
SS04-S2C10-03				
Use the following to interpr	et historical data:			
b.graphs, tables, charts	and maps			
SS04-S2C1-01				
Use different types of maps	to solve problems.			
SS04-S4C1-01				
Interpret political and physic	cal maps using the			
following map elements:				
c.symbols				
d.legend				
SS04-S4C1-02				
Construct charts and graphs	to display			
geographic information.				
SS04-S4C1-04				
Describe characteristics of	numan and physical			
features:				
b.human				
SS04-S4C1-05				
Locate physical and human				
maps, illustrations, images,	or globes:			
a. physical				
b. human				
SS04-S4C1-06				

Locate physical and human features in Arizona	
using maps, illustrations or images:	
a. physical	
b. human	
SS04-S4C1-07	
Use geography concepts and skills t find	
solutions for local, state or national problems.	
SS04-S4C6-03	
Locate information using both primary and	
secondary sources.	
SS04-S1C1-03	
Describe how archaeological research adds to	
our understanding of the past.	
SS04-S1C1-04	
Locate information using both primary and	
secondary sources.	
SS04-S2C1-03	
Use the following to interpret historical data:	
a. timelines - B.C.E. and B.C.; C.E. and	
A.D.	
b. graphs, tables, charts and maps	
SS04-S1C1-01	
Describe current events using information from	
class discussions and various resources.	
SS04-S1C10-01	
Discuss the connections between current and	
historical events and issues from content	
studied in Strand 1 using information from class	
discussions and various resources.	
SS04-S1C10-02	
Describe the influence of key individuals in	
Arizona.	
SS04-S1C10-03	
Discuss the contributions of diverse populations	
to Arizona.	
SS04-S1C10-04	
Use the following to interpret historical data:	

a. timelines-B.C.E. and B.C.; C.E. and
A.D.
SS04-S2C1-01
Describe current events using information from
class discussions and various resources.
SS04-S2C9-01
Describe Arizona's transition from territory to
statehood:
b. founding people
SS04-S3C1-03
Describe the varied backgrounds of people
living in Arizona:
c. benefits and challenges of a diverse
population.
SS04-S3C1-04
Describe the three branches of state and
national government:
a. Executive
b. Legislative
c. Judicial
SS04-S3C2-01
Describe different levels of government
SS04-S3C2-02
Describe the responsibilities of state
government.
SS04-S3C3-01
Discuss ways an individual can contribute to a
school or community.
SS04-S3C4-01
Identify traits of character that are important to
the preservation and improvement of
democracy.
SS04-S3C4-02
Describe the importance of citizens being
actively involved in the democratic process.
SS04-S3C4-03

Locate physical and human features in Arizona	
using maps, illustrations or images:	
a. physical	
b. human	
SS04-S4C1-07	
Explain the decision for a personal spending	
choice.	
SS04-S5C1-01	
Describe why state and local governments	
collect taxes.	
SS04-S5C2-02	