

Course Title: GRADE FOUR HISTORY- SOCIAL SCIENCE-A	Course Description
<p>Course No. N/A Grade level: 4</p> <p>Text and Resources: * A. <i>Reflections: California – A Changing State</i>; Harcourt * B. <i>Reflections: California – A Changing State Practice Workbook</i> C. <i>California: Adventures in Time and Place</i>; McGraw-Hill D. <i>Harcourt Social Studies: California</i>; Harcourt Brace E. <i>Regions of Our Country, Level D</i>; Steck-Vaughn</p> <p>*Primary Adoption</p>	<p>Course Duration: *One Semester</p> <p>Credit Value: N/A</p>
<p align="center">Course Content: Key Content Standards and Course Objectives</p> <ol style="list-style-type: none"> 1. Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. (4.1) 2. Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. (4.2) 3. Students explain the economic, social and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood. (4.3) 4. Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's. (4.4) 5. Students understand the structure, function, and powers of the United States local, state and federal governments as described in the U.S. Constitution. (4.5) <p><u>Historical and Social Sciences Analysis Skills</u></p> <p>Students will demonstrate chronological and spatial thinking skills, research skills and will be able to interpret and explain events from historical contexts.</p>	<p>Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government. Students will study the political and cultural development in California since the 1850's.</p> <p>Fourth-grade social science also incorporates historical and social sciences analysis skills that include chronological and spatial thinking, research, evidence, point of view and historical interpretation.</p> <p>*Open entry/open exit</p>
<p align="center">Methods of Study</p>	<p align="center">Evaluation of Performance Standards</p>
<ol style="list-style-type: none"> 1. Students will complete all activities assigned. 2. Students will participate in discussion with other class members and/or teacher. 	<ol style="list-style-type: none"> 1. Students will complete all assignments and assessments with a minimum of 70% accuracy. 2. The supervising teacher will be satisfied with the quality of the student's work.

GRADE FOUR SOCIAL SCIENCE-A

Course Outline

I. Textbook Assignment Options:

- A. *Reflections: California – A Changing State (1 Course)*
- Read and complete all activities in Units 1-3.
 - Complete all activities in Practice Workbook for Units 1-3.
 - Complete one Extension Activity.
- B. *California: Adventures in Time and Place (1 Course)*
- Read and complete all activities in Chapters 1-6.
 - Complete one Extension Activity.
- C. *Harcourt Social Studies: California (1 Course)*
- Read and complete all activities in Chapters 1-5.
 - Complete one Extension Activity.
- D. *Regions of Our County, Level D (1 Course)*
- Read and complete all activities in the textbook.

II. Extension Activities

- Write a multiple paragraph composition based on the following questions:
What was the Gold Rush? How did it effect the population of California?
What effect did the discovery of gold have on California? What were some of the methods used to search for gold?
- Research any California mission. Create a replica model of your mission.
- In several paragraphs, discuss how the population of the United States changed between the years 1800-1840. Be sure to explain the term “manifest destiny.”
- Create a timeline for the Mexican-American War. Write a paragraph explaining the reason for the war and the resolution for the conflict.
- Teacher generated activity, approved by the site administrator.

III. Evaluation

- Unit and/or final test.
- All textbook work must meet the 70% accuracy level for a “C” grade.