

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 4th GRADE Nevada History: First People, Places, & the Environment

4th GRADE ESSENTIAL QUESTIONS

How have conflict, compromise, and cooperation shaped Nevada's history?
What does it mean to be a Nevadan?

How do physical geography and natural resources affect the exploration and settlement of people and the development of culture?

UNIT	CONTENT THEME STANDARDS		IDEAS AND ACADEMIC VOCABULARY	RECOMMENDED RESOURCES (Aligned to Standards)
Quarter 1 (approx. 9 Weeks) First People, Places, and the Environment	History	SS.4.12. Analyze how Nevada's population and culture have changed over time. SS.4.13. Analyze the diverse population of Nevada's early inhabitants, natives, and settlers and discuss their unique experiences and contributions.	<u>First People/Natives:</u> Legend Tribes (Northern Paiute, Shoshone, Southern Paiute, Bannock, and Washoe) Traditions Dwelling (wiki-up) Native culture, customs, & traditions Nomadic	First People/Natives: Chapter 3 <u>Nevada Our Home</u> "The First People" <u>Spirit Cave Mummy - OUT (B)</u> <u>Homes of Nevada's Native People – OUT (C)</u> <u>Nevada Native American Legends – Discussion Lesson (A)</u> <u>Conflict/Compromise Unit (Lessons 1-5)</u> Mountain Men: Chapter 4 <u>Nevada Our Home</u> "Discovering Nevada" (Lesson 2) <u>Mountain Men – OUT (F)</u> <u>Mountain Men – Discussion Lesson (C)</u> <u>Mountain Men – Zoom In</u> <u>Explorers Come West – OUT (E)</u> <u>Explorers Come West – Zoom In</u> <u>American Progress (Westward Expansion) – Zoom In</u> Land: Chapter 2 <u>Nevada Our Home</u> "Natural Nevada"
	Multi-Cultural	SS.4.17. Analyze the impact that Native people have had on the culture of Nevada. SS.4.18. Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities, etc. SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.	Mountain Men: Treacherous Relationships among the explorers and Natives Maps/Charts Territory Pelts Expedition Trappers Rendezvous Trail-blazers <u>Land:</u> Tribal Regions Great Basin Natural Resources	
	Civics	SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada. SS.4.22. Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.		
	Geography	SS.4.23. Create maps that include human and physical features and demonstrates spatial patterns in Nevada. SS.4.24. Examine how and why Nevada's landscape has been impacted by humans. SS.4.26. Describe the difference in population distribution across Nevada.		
	Economics	SS.4.27. Using historical and contemporary examples, discuss the importance of major industries to Nevada's economy. SS.4.28. Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada.		

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 4th GRADE Nevada History: Westward Expansion

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UNIT	CONTENT THEME STANDARDS	IDEAS AND ACADEMIC VOCABULARY	RECOMMENDED RESOURCES (Aligned to Standards)
Quarter 2 (approx. 9 Weeks) Westward Expansion	History	<p>SS.4.11. Evaluate why Nevada became a state and the role of Nevada in national politics.</p> <p>SS.4.12. Analyze how Nevada's population and culture have changed over time.</p> <p>SS.4.13. Analyze the diverse population of Nevada's early inhabitants, natives, and settlers and discuss their unique experiences and contributions.</p> <p>SS.4.14. Evaluate the development and evolution of Nevada's symbols, mottoes, and slogans.</p>	<p>Settlers and Explorers: Chapter 4 (Lesson 1) <u>Nevada Our Home</u> "Explorers Come West" Chapter 5 <u>Nevada Our Home</u> "Go West!" Chapter 6 <u>Nevada Our Home</u> (pg. 107-109: Pony Express) <u>Donner Party – One Pager</u> <u>Roughing It – Close Read</u> <u>Numaga – Close Read</u> <u>Wagon Trains and the 40 Mile Desert – OUT (G)</u> <u>Pony Express Riders – Discussion Lesson (D)</u> <u>Dangers of the Wagon Train – OUT (G)</u> <u>Dangers of the Wagon Train – Zoom In</u></p> <p>Immigrants: Chapter 6 (Lesson 1) <u>Nevada Our Home</u> "Making a Place in Nevada" Chapter 7 (pg. 138-139) <u>Nevada Our Home - Basque Chinese Prospectors – OUT (H)</u> <u>Chinese Railroad Workers – OUT (J)</u> <u>Basque – OUT (I)</u> <u>Basque – Zoom In</u></p> <p>The Making of Nevada- Territory to Statehood: Chapter 6 <u>Nevada Our Home</u> "Making a Place in Nevada" Chapter 7 <u>Nevada Our Home</u> "A Time of Growth and Change" <u>Nevada Symbols Mottos – OUT (A)</u> <u>Lincoln and Statehood – Discussion Lesson (E)</u> <u>Why Have People Moved to Nevada – Discussion Lesson (B)</u> <u>Nevada State Seal – Zoom In</u></p> <p>Inquiry Lesson Did Kit Carson deserve to have the capital named after him? (coming soon!)</p>
	Multi-Cultural	<p>SS.4.15. Analyze how racism and discriminatory practices have led to oppression of Nevadans.</p> <p>SS.4.16. Analyze how diverse individuals and groups in Nevada led movements for social justices in response to discriminatory practices.</p> <p>SS.4.17. Analyze the impact that Native people have had on the culture of Nevada.</p> <p>SS.4.18. Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities, etc.</p> <p>SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.</p>	
	Civics	<p>SS.4.20. Evaluate how core civic virtues and democratic principles have guided or continue to guide local and state government in Nevada.</p> <p>SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada.</p> <p>SS.4.22. Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.</p>	
	Geography	<p>SS.4.24. Examine how and why Nevada's landscape has been impacted by humans.</p> <p>SS.4.25. Analyze how technological changes have impacted the environment and economy of Nevada.</p> <p>SS.4.26. Describe the difference in population distribution across Nevada.</p>	
	Economics	<p>SS.4.27. Using historical and contemporary examples, discuss the importance of major industries to Nevada's economy.</p> <p>SS.4.28. Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada.</p> <p>SS.4.29. Investigate the role of Nevada's economy in relation to the national economy.</p>	
		<p>Settlers and Explorers: Immigrants/Emigrants Pioneers Expedition Prospector/Miner Caravan/wagon train Route</p> <p>Immigrants: Transcontinental Railroad Discrimination Propaganda Basque culture, customs, & traditions</p> <p>The Making of Nevada: Civil War "Battle Born" Territory to Statehood</p>	

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 4th GRADE Nevada History: Growing Nevada: Problems & Promise

4th GRADE ESSENTIAL QUESTIONS

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UNIT	CONTENT THEME STANDARDS	IDEAS AND ACADEMIC VOCABULARY	RECOMMENDED RESOURCES (Aligned to Standards)	
Quarter 3 (approx. 9 Weeks) Growing Nevada: Problems & Promise	History	Natives : Reservation Discrimination Assimilate Big Changes for Nevada: Suffrage Rights Atomic bomb Nuclear waste Hoover Dam construction Great Depression	<p>*Use the "Nevada Postcard" Zoom In as a start to this unit/quarter</p> <p>Natives: Stewart Indian School – OUT (K) Reservation Life: Native Americans – OUT (D) Indian Boarding Schools – History Mystery (use as an option before OUT "K" is started) Conflict and Compromise Unit (Lessons 7-9)</p> <p>Big Changes for Nevada: Chapter 8 <u>Nevada Our Home</u> "Entering a New Century" Chapter 9 <u>Nevada Our Home</u> "Modern Nevada" Constructing Hoover Dam – OUT (L) Yucca Mountain – Discussion Lesson (G) Women's Suffrage – Discussion Lesson (F) Women's Suffrage – Zoom In Atomic Testing – Zoom In</p> <p>Inquiry Lessons <u>How did the struggle for woman's suffrage in Nevada compare to the struggle nationwide?</u> <u>How did atomic testing change Nevada?</u></p>	
	Multi-Cultural			<p>SS.4.11. Evaluate why Nevada became a state and the role of Nevada in national politics.</p> <p>SS.4.12. Analyze how Nevada's population and culture have changed over time.</p> <p>SS.4.13. Analyze the diverse population of Nevada's early inhabitants, natives, and settlers and discuss their unique experiences and contributions.</p> <p>SS.4.14. Evaluate the development and evolution of Nevada's symbols, mottoes, and slogans.</p>
	Multi-Cultural			<p>SS.4.15. Analyze how racism and discriminatory practices have led to oppression of Nevadans.</p> <p>SS.4.16. Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices.</p> <p>SS.4.17. Analyze the impact that Native people have had on the culture of Nevada.</p> <p>SS.4.18. Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities, etc.</p> <p>SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.</p>
	Civics			<p>SS.4.20. Evaluate how core civic virtues and democratic principles have guided or continue to guide local and state government in Nevada.</p> <p>SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada.</p> <p>SS.4.22. Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.</p>
	Geography			<p>SS.4.24. Examine how and why Nevada's landscape has been impacted by humans.</p> <p>SS.4.25. Analyze how technological changes have impacted the environment and economy of Nevada.</p>
Economics	<p>SS.4.27. Using historical and contemporary examples, discuss the importance of major industries to Nevada's economy.</p> <p>SS.4.29. Investigate the role of Nevada's economy in relation to the national economy.</p>			

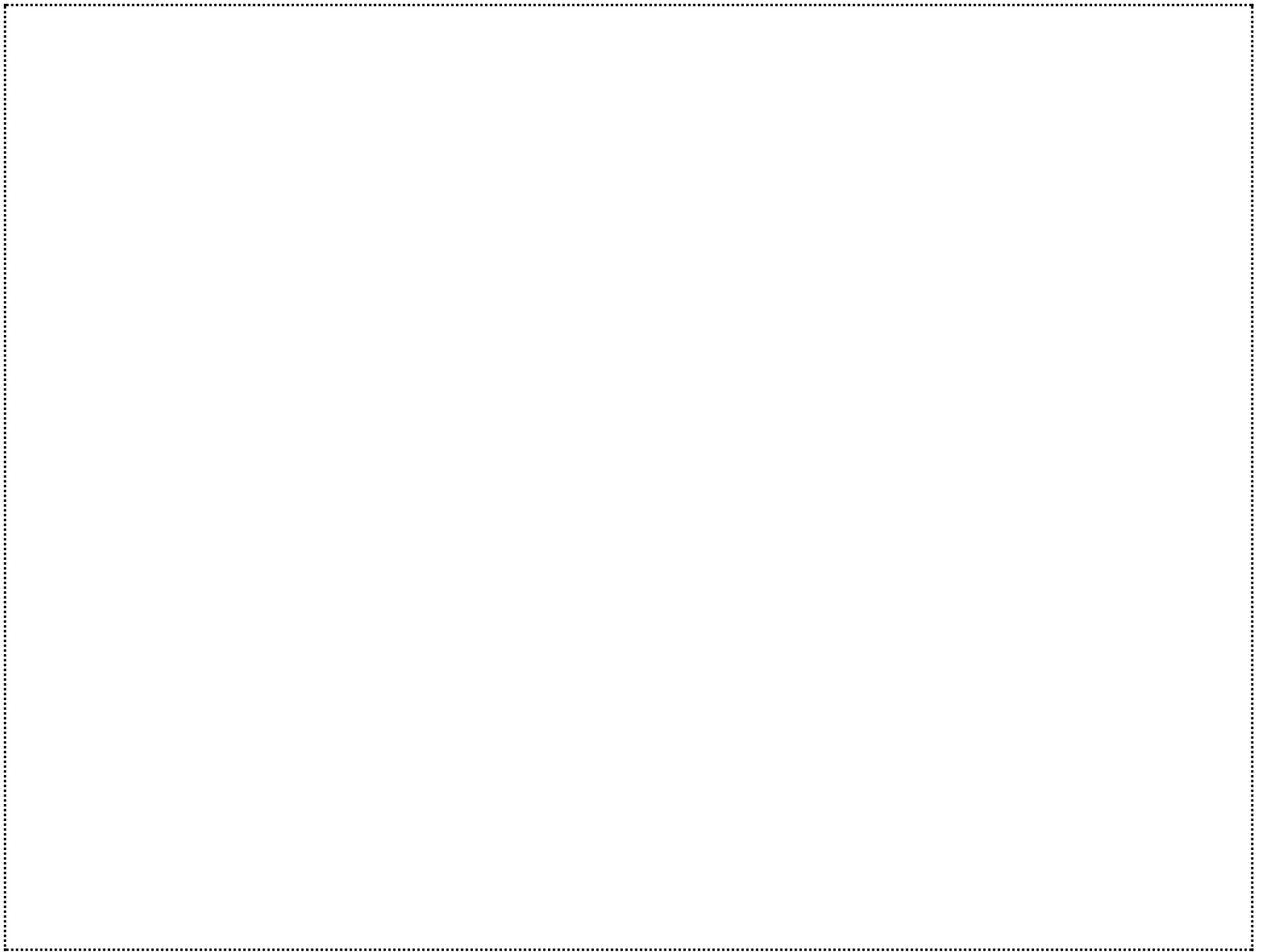
WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 4th GRADE Nevada History: Entering the 21st Century

4th GRADE ESSENTIAL QUESTIONS

How have conflict, compromise, and cooperation shaped Nevada's history?
What does it mean to be a Nevadan?

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UNIT	CONTENT THEME STANDARDS		IDEAS AND ACADEMIC VOCABULARY	RECOMMENDED RESOURCES (Aligned to Standards)
Quarter 4 (approx. 9 Weeks) Entering the 21 st Century	History	SS.4.12. Analyze how Nevada's population and culture have changed over time. SS.4.14. Evaluate the development and evolution of Nevada's symbols, mottoes, and slogans.	<u>Growing Nevada:</u> Clarity Taxes Government regulation Ecosystems Environmental Protection <u>Making a Living in Nevada:</u> Industries Tourism Early vs. Modern mining Economics Wealth Environmental Protection Agency (EPA)	Growing Nevada: Chapter 10 <u>Nevada Our Home "Growing Nevada" Legislation Impact on Lake Tahoe's Clarity – Discussion Lesson (H)</u> Southeast Connector in Reno/Sparks Metropolitan Area – <u>Discussion Lesson (I)</u> Making a Living in Nevada – Chapter 11 <u>Nevada our Home "Making a Living in Nevada"</u> <u>Nevada Mines Unit</u> <u>Industries in Nevada – OUT (M)</u> <u>Nevada's Unique Scenery and Tourism – OUT (N)</u> <u>Mining and Environment – OUT (O)</u> Mining and Taxation – OUT (P) Miner Photograph Zoom-In <u>Timber for the Comstock – Close Read</u> Inquiry Lesson <u>How can we better understand the people of the past, and their choices, without passing judgment?</u>
	Multi-Cultural	SS.4.15. Analyze how racism and discriminatory practices have led to oppression of Nevadans. SS.4.16. Analyze how diverse individuals and groups in Nevada led movements for social justice in response to discriminatory practices. SS.4.17. Analyze the impact that Native people have had on the culture of Nevada. SS.4.18. Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities, etc. SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.		
	Civics	SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada. SS.4.22. Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.		
	Geography	SS.4.23. Create maps that include human and physical features and demonstrate spatial patterns in Nevada. SS.4.24. Examine how and why Nevada's landscape has been impacted by humans. SS.4.25. Analyze how technological changes have impacted the environment and economy of Nevada.		
	Economics	SS.4.28. Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada. SS.4.29. Investigate the role of Nevada's economy in relation to the national economy.		



Financial Literacy may be taught as a separate unit or throughout the year.

4 th Grade	Resource	Standards	Description of Resources
Financial Literacy	JA More Than Money Session One: Money in the Bank	RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6; RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4 RI.5.2,4,7 RF.5.3-4, W.5S.2,4 SL.5.1-4,6 L.5.1-4, SS.4.30	The students will: Identify the role of money in everyday life; Explain the benefits of a personal bank account Concepts: bank account, deposit, earn, income, interest, money, register, savings, withdrawal Skills: active listening, completing forms, math computation, following directions, working in groups *Contact your local JA office for a volunteer and programming.
	JA More Than Money Session Three: Balancing Act	RI.3.1-9 SL.3.1-3 L.3.1-2,4,6, RI.4.1-8 SL.4.1,3 L.4.1,4, RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4 SS.4.30, SS.4.31, SS.4.33	The students will: Match personal skills with jobs and self-employment, understand market research; Identify ways to share, save, and spend personal income, practice personal money management skills, practice making sound personal financial choices, and discuss ways to evenly share, save, and spend money. Concepts include: interests, market research, money management, basic math, charting data, comparing and contrasting, deductive reasoning, following written and verbal instructions, working in groups, self-assessment, taking turns, vocabulary building. *Contact your local JA office for a volunteer and programming.
	JA More Than Money Session Five: Get SMART	RI.3.1-9 SL.3.1-3 L.3.1-2,4,6; RI.4.1-8 SL.4.1,3 L.4.1,4, RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4 SS.4.31	The students will: Practice using the SMART system to make consumer decisions; Identify the difference between personal and business spending; Manage money by making SMART business and consumer decisions; Apply the problem-solving steps needed to own and operate a business. Concepts: business consumer, money management, personal consumer Skills: basic math, comparing and contrasting, deductive reasoning, evaluating data, problem-solving, reading and following directions, and role playing. *Contact your local JA office for a volunteer and programming.
	Never Too Young Personal Finance for K-5 Learners	SL.4.1,RL.4.1,RL.4.3, SS.4.30, SS.4.31	Never Too Young: Personal Finance for Young Learners was developed in response to a growing interest in teaching students about personal finance through settings outside of the traditional school day. The program teaches young students about financial choices, cost-benefit analysis for purchases, the role of an entrepreneur, and the economics and finances of their individual communities—all with a goal of helping children understand that saving is a good thing for us as individuals and as a nation.
	Introduction to Credit	SL.4.1, RL.4.1, RL.4.3, SS.4.31	Students are introduced to credit cards, credit card advantages, and responsible credit.
	Beatrice's Goat	RL.4.1, RL.4.2, RL.4.3 SS.4.30	In this lesson, students listen to a story about Beatrice, a little girl from Uganda, who receives a goat and the impact of that goat on her family. They learn what it means to save and use estimation to decide whether or not people have enough money to reach a savings goal. They also work through a set of problems requiring that they identify how much additional money people must save to reach their goals. Students learn what opportunity cost is and identify the opportunity costs of savings decisions made by Beatrice and her family
	Cybersecurity and Economics: Protecting Your Identity Online	RL.4.6, RI.4.10, RI.4.2, SL.4.1, SL.4.2, SL.4.4 SS.4.32	In this lesson, students learn the do's and don'ts through the fairy tale of Little Red Riding Hood. After reading an informational text, the students identify some risky online activities and inform Red why these behaviors can be dangerous. After conducting research, the students create a flyer or poster for Red to use with her after school club where they discuss how to stop and think about risky online decisions, before they connect in order to protect their identity online.

4 th Grade	Resource	Standards	Description of Resources
	Cybersecurity and Personal Finance: Digital Footprints	RL.4.6, RI.4.1, SS.4.32	Students examine digital footprints and how risky some of their online decisions can be. They meet Jack III, Jack and the Beanstalk's grandson, and learn how digital trails may help the Giant find Jack III. Using a video and an informational text (two Lexile levels are included) students explore risky online behaviors and decide what is risky to share online.
	EVERFI Vault: Understanding Money Modules 1, 2, 3, 6: Responsible Money Choices; Income & Careers, Making Plans with Money, Saving & Investing	SS.4.30-33	<i>EVERFI is a free online resource for teachers. To use this resource, log in and create an account.</i>
	Private and Personal Information	RI.4.1, R.4.4, RI.4.10, RF.4.4a, W.4.4, W.4.7, W.4.10, SL.4.1, SL.4.4, SL.4.6, RL.4.3a, RL.4.6 SS.4.32	In this lesson, students learn to think critically about the user information that some websites request or require. They learn the difference between private information and personal information, distinguishing what is safe and unsafe to share online. <i>This is a free online resource for teachers. To use this resource, log in and create an account.</i>
	Careers Are Everywhere Activity Book	SS.4.33	Careers are everywhere. More than just the title of this career-related elementary level activities workbook, the fact is that children start the process of exploring the world of work as early as the elementary grades. With each class they take, with each life experience, they gain a greater awareness of the nature of work and begin to form ideas about their future career roles.

4th Grade Core Aligned Resources Addendum

Unit Title	Type of Resource	Name of Resource	Standards
Westward Expansion	BAP	Boss of the Plains for HM	SS.4.12. RL.4.1, RL.4.2, RL.4.3, RL.4.4;
	BAP from Open Court* (not adopted in Washoe schools)	Going West	SS.4.14; RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.5.9; RFS.4.4; W.4.1, W.4.2, W.4.4, W.4.7, W.4.9, W.4.9; SL.4.1, SL.4.2; L.4.1, L.4.2, L.4.4, L.4.5
	Read Works (part of a text set)	Introduction to Westward Expansion	SS.4.14
	CommonLit	Traveling West	SS.4.14; RI.4.1; RI.4.2
	Read Works (part of a text set)	The Westward Expansion Timeline	SS.4.14; RI.1; RI.2; RI.10
	Read Works (part of a text set)	The Westward Expansion, The West: An American Symbol	SS.4.14; RI.1; RI.2; RI.10
	Read Works	The Westward Expansion: The California Goldrush	SS.4.14; RI.1; RI.2; RI.10
Growing Nevada	Read Works	The Hoover Dam	SS.9-12; RI.1; RI.2; RI.10
	BAP from Trophies* (not adopted in Washoe schools)	Saguaro Cactus	SS.9-12.CE.14