

<b>Grade Level:</b>	<b>4th</b>
<b>Class Title:</b>	<b>Social Studies</b>
<b>Subject:</b>	<b>Social Studies</b>
	In this class (Student) will gain understanding and applicable knowledge of Civics, Economics, Geography, History and Social Studies Skills appropriate to his/her grade level. Explore the Pacific Northwest prior to statehood, Washington’s geography, resources, and economy, and being a citizen of Washington.
<b>Class Description:</b>	The student will engage in communicating his/her experiences through the processes of reading, writing, drawing and/or the construction of projects/replicas.  This class will work toward one or more EALRs. This will be a year-long class, spanning the 2018-2019 school year.  The estimated instructional hours for this class are ____ per week.
<b>Learning Materials:</b>	List all materials.
	Economics: Understands and analyzes the costs and benefits of the decision to move – cost to the pioneers Understands the effects of the Oregon Trail on the tribes living in the Pacific Northwest. Understands the basic elements of WA’s economic system-agriculture, businesses, industry, natural resources, and labor.  Civics: Understands that governments are organized into local, state, tribal, and national levels. Understands the key ideals in Article 1 of the WA state Constitution Understands that civic involvement means being informed about public issues and voting in elections.  Geography: Constructs and uses maps to explain movement of people- Oregon Trail Understands the geographic features of the Pacific Northwest and how they influenced the movement of people-why people traveled the Oregon Trail and made the choice to move west Understands the difference between cities, states, and countries  History: Understands the themes and developments that defined WA state: key events in WA state history Understands and creates timelines to show how historical events are organized  Social Studies Skills: Draws clear conclusions and provides explanations supported by facts and documents Researches positions of an issue/opinion Understands resources and knows how to use title, author, type of source, date published, and publisher for each source  A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.
<b>Learning Goals/ Performance Objectives:</b>	
<b>Learning</b>	1) (Student) will read or listen to information on a topic for 30 minutes each week.

**Activities:**

- 2) (Student) will complete \_\_\_ pages per week in Social Studies workbook.
- 3) (Student) will create one journal entry by drawing, writing, and/or dictating on a concept each week.
- 4) (Student) will summarize information one time each week.
- 5) (Student) will produce a project including written work one time each month.
- 6) (Student) will keep a list of vocabulary words in a journal.
- 7) (Student) will complete one mapping activity each week.

A journal is highly suggested for keeping all written work.

**Progress  
Criteria/  
Methods of  
Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.