

Grade Level:	4th
Class Title:	Social Studies
Subject:	Social Studies
Class Description:	<p>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.</p> <p>The student will engage in communicating his/her experiences through the processes of reading, writing, drawing and/or the construction of projects/replicas.</p> <p>This class will work toward one or more EALRs. This will be a year-long class, spanning the 2020-2021 school year.</p> <p>The estimated instructional hours for this class are ____ per week.</p>
Learning Materials:	List all materials.
Learning Goals/ Performance Objectives:	<p>Washington State Grade 4 Learning Standards for Social Studies</p> <ol style="list-style-type: none"> 1. 1.1.1 Understands the key ideal of rights set forth in Article I of the Washington State Constitution. 2. 1.1.2 Evaluates the effectiveness of a law or policy by explaining how it promotes ideals. 3. 1.4.1 Understands that civic participation involves being informed about public issues and voting in elections. 4. 2.1.1 Understands and analyzes the costs and benefits of people's decisions to move and relocate to meet their needs and wants. 5. 2.2.1 Understands the basic elements of Washington State's economic system, including agriculture, businesses, industry, natural resources, and labor. 6. 2.2.2 Understands that the economy in Washington State relies on trade with Pacific Rim countries. 7. 2.4.1 Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State. 8. 3.1.1 Constructs and uses maps to explain the movement of people. 9. 3.1.2 Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries. 10. 3.2.3 Understands that the geographic features of the Pacific Northwest have influenced the movement of people. 11. 3.3.1 Explains that learning about the geography of Washington State helps us understand global trade. 12. 4.1.1 Understands and creates timelines to show how historical events are organized into time periods and eras. 13. 4.1.2 Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889: 14. 4.2.1 Understands and analyzes how individuals caused change in Washington State history. 15. 4.3.1 Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources. 16. 4.4.1 Understands that significant historical events in Washington State have implications for current decisions.

17. 5.1.1 Understands the concepts used in documents and sources.
18. 5.1.2 Evaluates the accuracy of primary and secondary sources.
19. 5.2.1 Creates and uses a research question to conduct research on an issue or event.
20. 5.2.2 Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.
21. 5.4.1 Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.
22. 5.4.2 Prepares a list of resources, including the title, author, and 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.

Learning Activities:

- 1) (Student) will read or listen to information on a topic for 30 minutes each week.
- 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.