

This document outlines the academic goals, the activities and materials used in the Fourth Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Quarter 1	(1) History. The student understands the origins, similarities, and differences of Native peoples in Morocco and North America before European exploration.		
Week 2-3	(A) compare the ways of life of Native peoples in Morocco and North America before European exploration, in terms of agriculture, traditions and lifeways	Morocco before Arab conquest Berber → Arab Berber parent visits (Venn Diagram to compare) Visit remote village/medina and compare to Casablanca/parts of the New Town	http://www.infoplease.com/ipa/A0107800.html
Weeks 1 to 9	(2) History. The student understands the causes and effects of		

European exploration and colonization of Morocco and North America.			
	<p>(A) summarize motivations for European exploration, including economic opportunity, competition, and the desire for expansion;</p>	<p>French/Spanish protectorate Anglo-Moroccan Alliance Essay about "Reasons for Traveling" (teacher resource) <i>Story of the World book</i> King James's Town (35) Searching for a Northwest Passage (43) New Colonies in the New World (61) Lewis and Clark Map the West (297) Field trip- Volubulis</p>	<p>http://en.wikipedia.org/wiki/Colonisation_of_Africa http://en.wikipedia.org/wiki/European_exploration_of_Africa</p>
	<p>(B) identify the accomplishments and explain the economic motivations and impact of significant entrepreneurs</p>	<p><i>Story of the World Book</i> Tobacco- and Unwilling Colonists (71) Scientific Farming (159) Steam and Coal in Britian (259)</p>	

	from various European countries	Cotton and Guns in America (262) The World of Factories (289)	
Weeks 10 to 18	(3) History. The student understands the political, economic, and social changes in Morocco during the last half of the 19th century.	Kings Mohammed IV (1859-73) Hassan I (1873-94) Abdelaziz (1894-1908) <i>deposed</i> Spanish-Moroccan War	
Weeks 19 to 27	(4) History. The student understands important issues, events, and individuals of the 20th century in Morocco.	European Protectorate (1912-56)	
Weeks 1 to 9	(5) Geography. The student uses geographic tools to collect, analyze, and interpret data.		
	(A) apply geographic tools,	With Math- learn about scales	Thematic Maps <i>Morocco</i>

	<p>including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.</p>	<p>Map the classroom, school Use map of Morocco Treasure hunt-clues are coordinates</p>	<p>http://www.lib.utexas.edu/maps/morocco.html <i>United States</i> http://www.lib.utexas.edu/maps/united_states.html</p>
	<p>(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</p>	<p>Print large maps from megamaps Color-code maps for geographic data</p>	<p>Data Website- Nationmaster.com Maps website- http://www.yourchildlearns.com/megamaps.htm</p>
<p>Weeks 1 to 9</p>	<p>(6) Geography. The student understands the concept of regions.</p>		
	<p>(A) describe a variety of regions in Morocco and the United States such as political, population, and economic regions that result from</p>		<p>Thematic Maps <i>Morocco</i> http://www.lib.utexas.edu/maps/morocco.html <i>United States</i> http://www.lib.utexas.edu/maps/united_states.html</p>

	patterns of human activity.		
	(B) identify, locate, and compare the geographic regions of Morocco (Mountain Ranges and Deserts), including their landforms, climate, and vegetation.	<p>Teacher resources/examples</p> <p>Field trips</p> <ul style="list-style-type: none"> -desert -Ifrane -Rabat <p>Keep temperature log of different cities</p>	Online weather sites
	(C) compare the geographic regions of Morocco with regions of the United States and other parts of the world.	<p>E-pal exchange with students from several states</p> <ul style="list-style-type: none"> -make temperature logs -share information on flora/fauna -share topographical information 	
Weeks 1 to 9	(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence		

	where people live.		
	(A) identify and explain clusters and patterns of settlement in Morocco at different time periods.	Needs more research	
	(B) describe and explain the location and distribution of various towns and cities in Morocco, past and present; and	Needs more research	
	(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Morocco, past and present.	Needs more research	

Weeks 1 to 9	(8) Geography. The student understands how people adapt to and modify their environment.		
	(A) identify reasons why people have adapted to and modified their environment in Morocco, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.	Needs more research	
Week 9 Week 17 Week 25	(B) compare the positive and negative consequences of human modification of the environment in Morocco, past and	Visit energy plants (hydro, coal) -discuss impact Compare large-scale farming practices to small Look at pollution in the city, in a remote area -tally and	

	present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.	categorize pollution found within a certain area -determine impact (witnessed or interview people)	
Weeks 19 to 27	(9) Economics. The student understands the basic economic activities of early societies in Morocco and North America.		
	(A) explain the economic activities various Native peoples in Morocco and North America used to meet their needs and wants such as farming, trading, and hunting.	Berber visitor to speak about traditional economic activities -demonstration (olive/argan oil production, grinding grain, weaving, blanket/carpet making etc.)	
	(B) explain the economic		

	activities early immigrants to Morocco used to meet their needs and wants.		
Weeks 19 to 27	(10) Economics. The student understands the characteristics and benefits of the free enterprise system in America.		
Introduce Week 1 Continue to week 18	(A) describe the development of the free enterprise system in the United States.	Mini-Society	
Week 1-18	(B) describe how the free enterprise system works, including supply and demand.	Mini-Society -mini lesson on supply/demand using classroom resources as examples	
Week 1-18	(C) give examples of the benefits of the free enterprise	Mini-Society -mini lesson when a monopoly arises or to discuss	

	system such as choice and opportunity.	opportunities for economic growth	
Weeks 9 to 18	(11) Economics. The student understands patterns of work and economic activities in United States and Morocco.		
	(A) explain how people in different regions of Morocco earn their living, past and present, through a subsistence economy and providing goods and services.		
Week 9-18	(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the	Simulation- set up own communities given a map of an area (teacher resource)	

	location of economic activities in Morocco.		
	(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Morocco.		
Week 9-18	(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Morocco.	Simulations or field trips to factories	
Week 9-18	(E) explain how developments in transportation and communication have influenced economic activities in	In community simulation	

	Morocco.		
Week 18	(F) explain the impact of ideas about progress and equality of opportunity on the economic development and growth of Morocco.	Debates and student research	
Weeks 19 to 27	(12) Economics. The student understands how Morocco, the United States, and other parts of the world are economically interdependent.		
	(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Morocco, the	Map exports and imports, of raw and processed products by train, plane, ship	

	United States, and the world;		
	(B) identify products of Morocco that are purchased to meet needs around the world; and	Field trip to a farm or medina	
	(C) explain how Moroccans meet some of their needs through the purchase of products from the United States and the rest of the world.	Field trip to Acima to examine packaging of foods Map where different items come from	
Weeks 20 to 36	(13) Government. The student understands important ideas in historical documents of Morocco and the United States.		
Week 22	(A) identify the purposes and explain the importance of	Story of the World Book	

	the US Declaration of Independence, and Constitution of Morocco.		
Week 23	(B) compare and contrast the basic functions of the three branches of government according to the American Constitution and Moroccan Constitution.	Moroccan Constitution online Venn Diagram	
Weeks 24 to 36	(14) Citizenship. The student understands the importance of active individual participation in the democratic process.		
Week 24	(A) identify important individuals who have participated voluntarily in civic affairs at	Members of different levels of government can be addressed in 13B	

	state and local levels.		
Week 25-26	(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.	Writing letters to members of parliament about issues (integrated with Language Arts-writing business letters)	
Week 20 (or to coincide with Moroccan elections)	(C) explain the duty of the individual in state and local elections such as being informed and voting.	Mock elections (Moroccan parent- questions and answer session?)	
	(15) Citizenship. The student understands the importance		

	of effective leadership in a constitutional monarchy.		
	(A) identify leaders in state, local, and national governments, including the governor, local members of the Moroccan Congress and other elected positions.		<p><i>Structure (French)</i> http://www.maroc.ma/PortailInst/Fr/MenuGauche/Institutions/Gouvernement/Le+gouvernement+marocain.htm <i>Members</i> http://www.pm.gov.ma/fr/</p>
Week 2 or 3	(B) identify leadership qualities of state and local leaders, past and present.	Mock elections Interviews for mini-society (discuss qualities to be looked for)	
Weeks 27 to 36	(16) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Morocco.		
	(A) identify the similarities and	After 16B, compare and contrast	

	differences among various racial, ethnic, and religious groups in Morocco.		
Week 26-27	(B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Morocco.	Class National Celebration Day- Students share based on cultural, ethnic, or regional connection (Saharaoui, Berber-Riffi, Atlas, other)	
Weeks 1 to 36	(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.		
	(A) differentiate between, locate, and use valid primary and secondary	Partially addressed in Language Arts in looking at primary/secondary resources	

<p>sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Morocco.</p>		
<p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	<p>Language Arts: In fiction and non-fiction</p>	
<p>(C) organize</p>		

	and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;		
Week 10	(D) identify different points of view about an issue, historical event, or current event.	Debate- Tobacco Farming, Energy resources	
	(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	Partially addressed in Science and Social Studies	
Weeks 1 to 36	(18) Social studies skills. The student communicates in written, oral, and visual forms.		
Weeks 1-36	(A) use social studies terminology	Make a vocabulary wall of social studies	

	correctly.	terms (definitions, example sentences, pictures)	
Weeks 1-36	(B) incorporate main and supporting ideas in verbal and written communication.	Partially addressed in LA in research paper format and persuasive writing Essay on reasons historical figures/people groups traveled	
Week 10	(C) express ideas orally based on research and experiences.	Debate-energy resources (with field trip)	
Weeks 19-22	(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	Research paper-graphic organizers, outlines, bibliography	
Weeks 1-36	(E) use standard grammar, spelling, sentence structure, and punctuation.	In essays, research papers, short answers, letters- through editing and revising	

<p>Weeks 1 to 36</p>	<p>(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>		
	<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Food Shortage Simulation</p>	
<p>Weeks 1-18</p>	<p>(B) use a decision-</p>	<p>Mini-Society (currency,</p>	

<p>making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>denominations, policing, trouble-shoot problems as they arise)</p>	
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