

**Havre Public Schools**  
**Fourth Grade Social Studies**

**Course Information:**

Topic: Social Studies  
Grade Level: 4  
Length: Full Year

**Essential Understanding:**

Briefly describe what the course pertains to, including a brief overview of the content. A course outline could be placed here.

Essential Understanding 1: There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 2: Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.

Essential Understanding 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

Essential Understanding 4: Though there have been tribal peoples living successfully on the North American landscape for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some were created through treaties, while others were created by statutes and executive orders. The principle that land should be acquired from tribes only through their consent with treaties involved three assumptions: Both parties to treaties were sovereign powers, Indian tribes had some form of transferable title to the land, Acquisition of Indian lands was solely a government matter not to be left to individual colonists or states.

Essential Understanding 5: There were many federal policies put into place throughout American history that have affected Indian people in the past and continue to shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods: Colonization/ Colonial Period (1492 - 1800s), Treaty-Making and Removal Period (1778 – 1871), Reservation Period - Allotment and Assimilation (1887 – 1934), Tribal Reorganization Period (1934 – 1953), Termination and Relocation Period (1953 – 1968), Self-Determination Period (1975 - Present).

Essential Understanding 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

Essential Understanding 7: American Indian tribal nations are inherent sovereign nations and they possess sovereign powers, separate and independent from the federal and state governments. However, under the American legal system, the extent and breadth of self-governing powers are not the same for each tribe.

How US government is related to State and tribal governments

### **Theme Samples:**

This section should include overarching themes that are content specific. This part of the template is optional.

Themes in 4th grade Social Studies include Montana History, IEFA, geography, economics, and civics.

### **Course Objectives and Expectations:**

This should contain skills that students will be exposed to throughout the course. These skills may or may not be content specific.

For Social Studies ex. When a district incorporates or integrates social studies content into district curriculum or offers a course in social studies, the following skills at each grade level apply:

1. develop questions
2. plan inquiries
3. compare and evaluate sources for relevance, perspective, and accuracy
4. use sources to gather evidence to develop and refine claims
5. communicate conclusions
6. take informed action

### **Student Objectives:**

Student objectives should be measurable and phrased in student-friendly terms- “Students will...” or “I can” statements should be listed in this section. Use of “Havre’s 12 powerful words” is expected.

- I can demonstrate civic participation within the classroom or school.
- I can practice deliberative processes when making decisions as a group.
- I can describe how rules, laws, and policies are implemented by local, state, national and tribal governments.
- I can define sovereignty for tribes in Montana, and. identify key foundational documents in Montana’s government.

- I can identify the various pressures and incentives that influence the decisions people make in short term and long term situations.
- I can identify basic elements of Montana’s state economic system including agriculture, business, natural resources, and labor.
- I can identify various resources and labor that are used to provide goods and services in Montana.
- I can explain how trade leads to increasing economic interdependence among groups in Montana.
- I can examine maps and other representations to explain the movement of people.
- I can identify and label the tribes in Montana and their indigenous territories, and current locations.
- I can investigate the physical, political, and cultural characteristics of places, regions, and people in Montana.
- I can analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration in Montana.
- I can understand tribes in Montana have their own unique histories.
- I can identify events and policies that have impacted and been influenced by tribes in Montana.
- I can explain how Montana has changed over time given its cultural diversity and how this history impacts the present.
- I can describe how historical accounts are impacted by individual perspectives.

**Pacing and Pertinent Montana Content Standard:**

Pacing of the course should be included, with the applicable content standards. Technology standards should also be considered here.

<b>Trimester 1</b>	<b>Standard</b>	<b>Technology</b>
Civics and Government	MCS 1	4.01
Geography World maps, continents, oceans	MCS 3	4.03
<b>Trimester 2</b>		
Economics United States	MCS 2	4.02
Economics Montana	MCS 2	4.02
Geography States and Montana	MCS 3	4.01
<b>Trimester 3</b>		
Montana History	MCS 4	4.01

**Here are the standards.**

[http://opi.mt.gov/LinkClick.aspx?fileticket=YHI30\\_9GWm8%3d&portalid=182](http://opi.mt.gov/LinkClick.aspx?fileticket=YHI30_9GWm8%3d&portalid=182)

**Course Outline and Assessments:**

This section should contain a detailed course outline containing topics taught and assessed. Do not include specific textbook references, chapter numbers, or page numbers.

### Trimester I: Civics and Government

- A. United States Government
  - a. Majority Rule
  - b. Checks and Balances
  - c. Democracy
  - d. Three Branches of Government
- B. Montana State Government
  - a. Montana Constitution
- C. Tribal Governments
  - a. Tribal Sovereignty
- D. Geography
  - a. World
  - b. United States
  - c. Montana

Unit I Assessment- Multiple Choice and Essay Test and performance task

### Trimester 2: Economy

- A. How the economy influences migration
  - a. Rural vs. Urban vs. suburban areas financial benefits
- B. Montana's economic foundation and evolution
  - a. Extraction industry
  - b. Agriculture
  - c. Tourism and technology
- C. Trade
  - a. Native trade among tribes
  - b. Fur traders and first settlers
  - c. Modern trade
- D. Geography
  - a. Migratory patterns of native people
  - b. Early permanent settlements
  - c. Modern population centers

Unit 2 Assessment- Multiple Choice and Essay Test and performance task

### Trimester 3: Montana History

- A. Montana prehistory
- B. Tribal Studies
  - a. Influence of settlers on tribes
- C. Lewis and Clark and their impact on Montana's tribes

Unit 3 Assessment- Multiple Choice, Essay Test and performance task

**Timeline:**

The timeline should include unit titles and the approximate time it will take to teach the unit.

Title	Approximate Timeline
Trimester I: Civics and Government	12 weeks
Trimester 2: Economy	12 weeks
Trimester 3: Montana History	12 weeks

**Resources:** List everything here, websites, textbooks, resource manuals, etc.

SOCIAL STUDIES CONTENT STANDARDS DRAFT RECOMMENDATION 2.10.2020  
[http://opi.mt.gov/LinkClick.aspx?fileticket=YHI30\\_9GWm8%3d&portalid=182](http://opi.mt.gov/LinkClick.aspx?fileticket=YHI30_9GWm8%3d&portalid=182)

K-12-Content-Standards-Social-Studies

ELA & Literacy Standards- Including Reading Standards for Informational Text (K-12) and Reading and Writing Standards for Literacy in History/Social Studies (6-12)

K-12-Content-Standards-English-Language-Arts-Literacy

Montana Content Standards for ELA and Literacy Appendix: Including ELA and Literacy in History/Social Studies  
<http://opi.mt.gov/LinkClick.aspx?fileticket=bPM3H8hvDGM%3d&portalid=182>

Havre Public Schools Technology Curriculum  
[bluepony12.com](http://bluepony12.com) Technology Curriculum

Project Archaeology, Investigating Shelters

Project Archaeology, Investigating Garnet: A Historic Mining Town

*Harcourt social studies: States and regions.* (2012). Orlando, FL: Harcourt School.