

IMPACT CALIFORNIA SOCIAL STUDIES

GRADE FOUR
CURRICULUM PACING GUIDE

Getting Started Tips

- This pacing guide was designed to support teachers and parent educators in the implementation of the “Impact California Social Studies” curriculum from McGraw-Hill.
- Your textbook for this class is called the “Student Research Companion.”
- Your workbook for this class is called the “Student Inquiry Journal.”
- A “Weekly Explorer Magazine” is available for additional enrichment and depth. The magazine follows each chapter and lesson. This is an optional resource and not included in this pacing guide.
- This curriculum is available in hard copy or online. The online program includes accessibility options for students, including a read aloud feature for the textbook.
- The website for logging in to the online materials is: <https://my.mheducation.com/login>
- Your username is the first name of the student and their ID number (no spaces and case sensitive). Ex.: Zachary12345
- Your password is Sutterpeak1 (case sensitive).
- A “Benchmark Assessment” is available for each chapter and lesson to check for student understanding and monitoring their progress through the curriculum. Contact your teacher to access a PDF of the assessment if you are not using the online materials. Or, if you are using the online materials, your teacher can post the assessment online.

LOGGING IN AS A STUDENT

The student experience is designed to be very similar to that of the teacher.

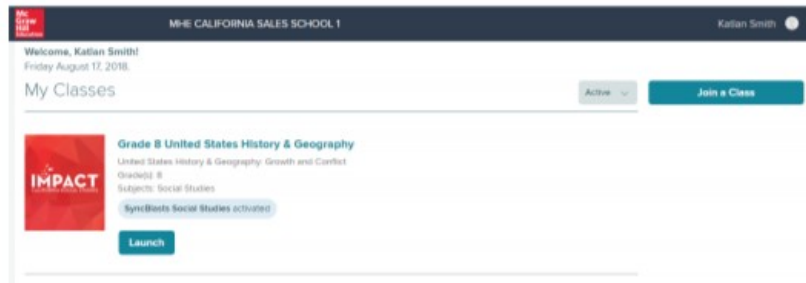
LOGGING IN

Students will log in with their username and password.

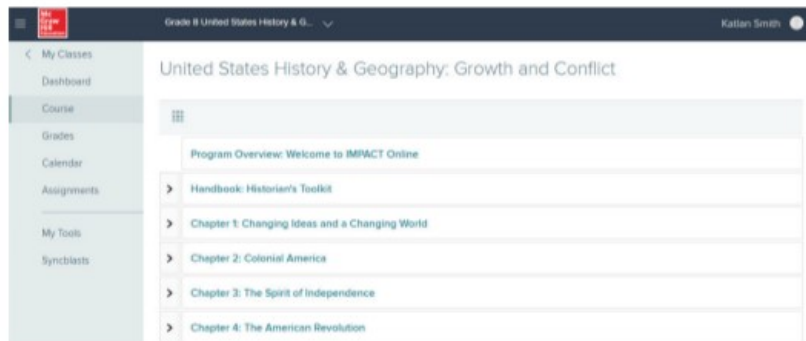


STUDENT DASHBOARD

Students will see a dashboard with the courses that have been assigned to them. Students may launch the course from the dashboard by clicking on the **Launch** button.



Once within a course, students will see a simpler view of the overall course navigation. Clicking on the title tile launches the course table of contents.



Chapter One: Weeks 1-6		
Week #	Lessons	Chapter Focus
<p>1</p> <p>Chapter One: California’s Geography and Early Peoples</p> <p>Essential Question: Where and How Did American Indians Live Before the Arrival of Europeans?</p> <p>Inquiry Project: How Did Geography Affect the Settlement, Lives, and Interactions of California’s Early People?</p> <p>Chapter One, Lesson One: Where in the World is California?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 2-15 <input type="checkbox"/> Inquiry Journal Pages 2-13 	<p>HSS 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>HSS 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p>
<p>2</p> <p>Chapter One, Lesson Two: What Makes California Geography Unique?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 16-25 <input type="checkbox"/> Inquiry Journal Pages 14-21 	
<p>3</p> <p>Chapter One, Lesson Three: How Did the First People Get to California?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 26-35 <input type="checkbox"/> Inquiry Journal Pages 22-29 	
<p>4</p> <p>Chapter One, Lesson Four: What Was Life Like for the Early Peoples of Central and Southern California?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 36-43 <input type="checkbox"/> Inquiry Journal Pages 30-37 	
<p>5</p> <p>Chapter One, Lesson Five: How Did the Desert Peoples of California Use Their Environment?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 44-53 <input type="checkbox"/> Inquiry Journal Pages 38-45 	
<p>6</p> <p>Chapter One, Lesson Six: How Did the Resources of Northern California Impact People Living There?</p> <p>Chapter Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 54-63 <input type="checkbox"/> Inquiry Journal Pages 46-53 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment 	

Chapter Two: Weeks 7-10		
Week #	Lessons	Chapter Focus
<p>7</p> <p>Chapter Two: A Spanish Colony in California</p> <p>Essential Question: What Changes Did Spanish Explorers Bring to California?</p> <p>Inquiry Project: Walking in the Shoes of Spanish California</p> <p>Chapter Two, Lesson One: Why Did Spanish Explorers Come to California?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 66-81 <input type="checkbox"/> Inquiry Journal Pages 60-71 	<p>HSS 4.2</p> <p>Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p>
<p>8</p> <p>Chapter Two, Lesson Two: What Was Spain’s Plan to Colonize California?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 82-89 <input type="checkbox"/> Inquiry Journal Pages 72-79 	
<p>9</p> <p>Chapter Two, Lesson Three: What Was Life Like in the Missions?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 90-99 <input type="checkbox"/> Inquiry Journal Pages 80-87 	
<p>10</p> <p>Chapter Two, Lesson Four: How Did Spanish Settlers Transform the Region?</p> <p>Chapter Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 100-107 <input type="checkbox"/> Inquiry Journal Pages 88-95 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment 	

Chapter Three: Weeks 11-14		
Week #	Lessons	Chapter Focus
11 Chapter Three: Mexican California Essential Question: How Did California Change During the Period of Mexican Rule? Inquiry Project: Write with a Point of View Chapter Three, Lesson One: Why Did the California Indians Rebel?	<input type="checkbox"/> Research Companion Pages 110-127 <input type="checkbox"/> Inquiry Journal Pages 98-109	HSS 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
12 Chapter Three, Lesson Two: What Caused the Mexican War for Independence?	<input type="checkbox"/> Research Companion Pages 128-135 <input type="checkbox"/> Inquiry Journal Pages 110-117	
13 Chapter Three, Lesson Three: How Did Ranchos Transform California?	<input type="checkbox"/> Research Companion Pages 136-145 <input type="checkbox"/> Inquiry Journal Pages 118-125	
14 Chapter Three, Lesson Four: Why Did People Move to California? Chapter Assessment	<input type="checkbox"/> Research Companion Pages 146-153 <input type="checkbox"/> Inquiry Journal Pages 126-133 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

Chapter Four: Weeks 15-18		
Week #	Lessons	Chapter Focus
15 Chapter Four: The Golden State Essential Question: What Early Events and People Defined the State of California? Inquiry Project: Timeline of People and Events in California, 1845-1847	<input type="checkbox"/> Research Companion Pages 156-161 <input type="checkbox"/> Inquiry Journal Pages 136-139	HSS 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
16 Chapter Four, Lesson One: How Did War and Revolt Affect California?	<input type="checkbox"/> Research Companion Pages 162-169 <input type="checkbox"/> Inquiry Journal Pages 140-147	
17 Chapter Four, Lesson Two: How Did the Gold Rush Change California?	<input type="checkbox"/> Research Companion Pages 170-179 <input type="checkbox"/> Inquiry Journal Pages 148-155	
18 Chapter Four, Lesson Three: Why is it Important That California Became a State? Chapter Assessment	<input type="checkbox"/> Research Companion Pages 180-189 <input type="checkbox"/> Inquiry Journal Pages 156-163 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

Chapter Five: Weeks 19-22		
Week #	Lessons	Chapter Focus
19 Chapter Five: A Growing State Essential Question: How Did California Change After Becoming State? Inquiry Project: Our Growing State Photo Album	<input type="checkbox"/> Research Companion Pages 192-199 <input type="checkbox"/> Inquiry Journal Pages 166-169	HSS 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
20 Chapter Five, Lesson One: What Role Did the Transportation Revolution Play in the Growth of California?	<input type="checkbox"/> Research Companion Pages 200-207 <input type="checkbox"/> Inquiry Journal Pages 170-177	
21 Chapter Five, Lesson Two: How Were Immigrants to California Treated After the Gold Rush?	<input type="checkbox"/> Research Companion Pages 208-219 <input type="checkbox"/> Inquiry Journal Pages 178-185	
22 Chapter Five, Lesson Three: How Did California's Growing Population Get Enough Water to Meet Its Needs? Chapter Assessment	<input type="checkbox"/> Research Companion Pages 220-229 <input type="checkbox"/> Inquiry Journal Pages 186-193 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

California Social Studies Chapter Six: Weeks 23-26

Week #	Lessons	Chapter Focus
<p>23</p> <p>Chapter Six: Californians, Struggling and Working Together</p> <p>Essential Question: How Did Californians Struggle and Work Together During the Difficulties of the 20th Century?</p> <p>Inquiry Project: The Early 20th Century News Show</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 232-239 <input type="checkbox"/> Inquiry Journal Pages 196-199 	<p>HSS 4.4</p> <p>Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p>
<p>24</p> <p>Chapter Six, Lesson One: What Events Shook the State in the Early 1900's?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 240-248 <input type="checkbox"/> Inquiry Journal Pages 200-207 	
<p>25</p> <p>Chapter Six, Lesson Two: How Did California Change after World War II?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 250-259 <input type="checkbox"/> Inquiry Journal Pages 208-215 	
<p>26</p> <p>Chapter Six, Lesson Three: Who Worked for Change in California?</p> <p>Chapter Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 260-269 <input type="checkbox"/> Inquiry Journal Pages 216-219 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment 	

California Social Studies Chapter Seven: Weeks 27-31

Week #	Lessons	Chapter Focus
<p>27</p> <p>Chapter Seven: California in the Modern Era</p> <p>Essential Question: How Has California Become an Economic and Cultural Leader Since the 1950's?</p> <p>Inquiry Project: Meet Me at the California State Fair!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 230-233 <input type="checkbox"/> Inquiry Journal Pages 256-259 	<p>HSS 4.4</p> <p>Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p>
<p>28</p> <p>Chapter Seven, Lesson One: How Have Californian Innovations Changed the World?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 280-289 <input type="checkbox"/> Inquiry Journal Pages 234-241 	
<p>29</p> <p>Chapter Seven, Lesson Two: How Has California Inspired the Arts?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 290-297 <input type="checkbox"/> Inquiry Journal Pages 242-249 	
<p>30</p> <p>Chapter Seven, Lesson Three: How Is the Environment Important to California's Economy?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research Companion Pages 298-307 <input type="checkbox"/> Inquiry Journal Pages 250-257 	
<p>31</p> <p>Chapter Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment 	

California Social Studies Chapter Eight: Weeks 32-36		
Week #	Lessons	Chapter Focus
32 Chapter Eight: The People and Structures That Make California Work Essential Question: How Do California’s People and Government Help the State Thrive? Inquiry Project: Creating a California State Government	<input type="checkbox"/> Research Companion Pages 310-315 <input type="checkbox"/> Inquiry Journal Pages 260-263	HSS 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. HSS 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
33 Chapter Eight, Lesson One: What Powers Belong to the State, Local, and Federal Governments?	<input type="checkbox"/> Research Companion Pages 316-320 <input type="checkbox"/> Inquiry Journal Pages 264-271	
34 Chapter Eight, Lesson Two: How are California’s State and Local Governments Organized?	<input type="checkbox"/> Research Companion Pages 321-335 <input type="checkbox"/> Inquiry Journal Pages 272-279	
35 Chapter Eight, Lesson Three: Who Are Californians Today and Where Do They Live?	<input type="checkbox"/> Research Companion Pages 336-343 <input type="checkbox"/> Inquiry Journal Pages 280-287	
36 Chapter Eight, Lesson Four: What Are the Rights and Responsibilities of Californians? Chapter Assessment	<input type="checkbox"/> Research Companion Pages 344-353 <input type="checkbox"/> Inquiry Journal Pages 288-295 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	