



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 1

Essential Questions:

1. How does the physical environment affect people [past & present]?
2. How do people adapt to their physical environment [past & present]?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

First Quarter

Regions

Aug. 27-
Oct. 18

4.EG.5.D-Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present

4.EG.5.F- Identify different kinds of regions in the United States and analyze how their characteristics affect people who live there (history, economy, governance, society, and today's culture)

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can analyze how people are affected by their physical environment in the past and present.
- I can analyze how people depend on their physical environment in the past and present.
- I can analyze how people adapt to and change by their physical environment in the past and present.
- I can identify the different regions in the United States.
- I can analyze how the different United States regions affect people.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 2

Essential Questions:

1. Why did the Native Americans migrate from one place to another prior to 1800?
2. How does migration affect regions?
3. How did exploration and early settlement by Europeans prior to 1800 affect America?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

Second Quarter

Migration

Oct. 21-
Dec. 20

4.H.3.A.a- Describe the migrations of Native Americans prior to 1800

4.H.3.A.b- Describe the discovery, exploration and early settlement of America by Europeans prior to 1800

4.EG.5.G- Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed (e.g. why rivers have played an important role in human transportation) and predict future consequences (e.g. what will likely happen if the population of a city increases considerably)

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can describe migration.
- I can describe the migrations of Native Americans prior to 1800.
- I can describe the discovery of America by Europeans prior to 1800.
- I can describe the exploration of America by Europeans prior to 1800.
- I can describe the early settlement of America by Europeans prior to 1800.
- I can use geography to interpret the past and predict future consequences.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 3

Essential Questions:

1. Why are the key events of the American Revolution important?
2. Who were the colonists and how were they successful?
3. Who were the significant individuals in America prior to c. 1800? What were their traits and civic attitudes?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

Third
Quarter

Revolutionary War

Jan. 7-
Mar. 13

4.H.3.D.a-Explain the causes of American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans, and European allies

4.H.3.D.b-Explain the factors that contributed to the colonists' success

4.PC.1.E- Describe the character traits and civic attitudes of significant individuals prior to c. 1800

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can identify key events of the American Revolution.
- I can explain the causes of the American Revolution.
- I can describe a colonist.
- I can explain the factors that contributed to the colonists' success.
- I can describe character traits of significant individuals prior to c.1800.
- I can describe civic attitudes of significant individuals prior to c. 1800.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 4

Essential Questions:

1. Why are the documents of our nation's early history important to us?
2. How did the Bill of Rights, Declaration of Independence, and Bill of Rights affect people in the United States prior to c. 1800?
3. How did the United States courts create peaceful resolutions in the early years of our nation's history?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

Fourth
Quarter

Revolutionary War

Mar. 23-
May 21

4.H.3.E.b-Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800

4.GS.2.B- Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to the colonial period

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can identify components of the Declaration of Independence.
- I can identify components of the Constitution.
- I can identify the Bill of Rights.
- I can identify how the Declaration of Independence, Constitution, and Bill of Rights affected people in the United States prior to c. 1800.
- I can analyze peaceful resolutions by the courts in the United States history from early settlement to the colonial period.