



**VALWOOD**

*GO BEYOND*

**Fourth Grade Social Studies Curriculum**

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## 4<sup>th</sup> Grade Overview

Course Description	Topics at a Glance										
<p>In fourth grade, students continue their study of social studies using the regions of the United States as a point of reference. The context for investigation is reflected in the inquiry cycle: discover difference, manage difference, examine the impact of science and technology, explore spatially, economically and through civic engagement. Students will examine the people and cultures of the regions and their geography. Students will chronologically organize events examining cause and effect. Students analyze the structure of government and the roles of responsible citizens</p>	<ul style="list-style-type: none"> <li>Geography: Natural Resources</li> <li>History: Explorers</li> <li>Government: Local, State and Federal</li> <li>Geography: Regions of the United States</li> </ul>										
Assessments	4 <sup>th</sup> Grade Notes										
<ul style="list-style-type: none"> <li>Teacher questions and prompts</li> <li>Formative and Summative Assessments</li> <li>Checks for understanding</li> <li>Pre and Post Assessments</li> </ul>	<ol style="list-style-type: none"> <li>1. Social Studies provide an opportunity to celebrate and explore the diversity of language, culture, ability, family structures, class, ethnicity, and gender. Every opportunity should be made to infuse the uniqueness of individuals, families, communities and regions. Critical thinking skills are inherent when exploring, describing, and comparing and contrasting people then and now.</li> <li>2. Students will first study an overview of natural resources, government, culture, exploration and climate then delve into each region of the United States.</li> </ol>										
Grade Level Expectations											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%;">Standard</th> <th>Big Ideas for Fourth Grade (Grade Level Expectations)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">1. History</td> <td style="padding: 5px;">                     The historical eras, individuals, groups, ideas, and themes in history and their relationships to key events in the United States                       2                 </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">2. Geography</td> <td style="padding: 5px;">                     1. Use several types of geographic tools to answer questions about the geography of the regions of the United States                      2. Connections within and across human and physical systems are developed                 </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">3. Economics</td> <td style="padding: 5px;">                     1. People responded to positive and negative incentives                      2. The relationship between choice and opportunity cost                 </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">4. Civics</td> <td style="padding: 5px;">                     1. Analyze and debate multiple perspectives on an issue                      2. The origins, structure, and functions of government                 </td> </tr> </tbody> </table>	Standard	Big Ideas for Fourth Grade (Grade Level Expectations)	1. History	The historical eras, individuals, groups, ideas, and themes in history and their relationships to key events in the United States  2	2. Geography	1. Use several types of geographic tools to answer questions about the geography of the regions of the United States 2. Connections within and across human and physical systems are developed	3. Economics	1. People responded to positive and negative incentives 2. The relationship between choice and opportunity cost	4. Civics	1. Analyze and debate multiple perspectives on an issue 2. The origins, structure, and functions of government	
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## 1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21<sup>st</sup> century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete a Valwood education must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the History standards are:**

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Develop an understanding of how people view, construct, and interpret history	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of the United States	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Construct a timeline of events showing the relationship of events in each region’s history with events in United States and world history</li> <li>b. Analyze primary source historical accounts related to the region’s history to understand cause-and-effect relationships</li> <li>c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to the region</li> <li>d. Identify and describe how major political and cultural groups have affected the development of the region</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How have past events influenced each region of the United States?</li> <li>2. Why is it important to know the sequence of events and people in each region’s history?</li> <li>3. How can primary sources help us learn about the past or create more questions about our region’s history?</li> <li>4. What social and economic decisions caused people to locate in various regions of our country?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Individuals recognize important events and can put them in chronological in order to understand cause and effect such as migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Historical thinkers analyze patterns and themes throughout time.</li> <li>2. Historical thinkers use chronology to organize time and to study cause-and-effect relationships.</li> <li>3. Historical thinkers use primary sources as references for research.</li> </ol>

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Analyze key historical periods and patterns of change over time within and across nations and cultures	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. The historical eras, individuals, groups, ideas and themes in each region’s history and their relationships to key events in the United States	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Analyze various eras in each region’s history and the relationship between these eras and eras in United States history, and the changes in that region over time</li> <li>b. Describe interactions among people and cultures that have lived and currently live in each region</li> <li>c. Describe the impact of various technological developments. Topics to include each region, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. In what ways have geographic, economic, cultural, and technological changes influenced each region today?</li> <li>2. Why did people of various cultures migrate to and settle in this region?</li> <li>3. To what extent; how have unity and diversity shaped this region?</li> <li>4. How have various individuals, groups, and ideas affected the development of this region?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The context and information from the past is used to make connections and inform current decisions. For example, the western region has had a history of boom and bust cycles that should influence the decisions of city and state planners.</li> <li>2. Technological developments continue to evolve and affect the present. For example, environmental issues have had an impact on the western region from the Gold Rush to modern pollution.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Historical thinkers analyze patterns and themes across time periods.</li> <li>2. Historical thinkers seek accounts of history from multiple perspectives and from multiple sources.</li> </ol>

## 2. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete a Valwood education must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Geography standard are:**

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Develop spatial understanding, perspectives, and personal connections to the world	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Use several types of geographic tools to answer questions about the geography of each region of the United States	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Answer questions about each region using maps and other geographic tools</li> <li>b. Use geographic grids to locate places on maps and images to answer questions</li> <li>c. Create and investigate geographic questions about each region in relation to other places</li> <li>d. Illustrate, using geographic tools, how places in that region have changed and developed over time due to human activity</li> <li>e. Describe similarities and differences between the physical geography of each region and its neighboring states</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Which geographic tools are best to locate information about a place?</li> <li>2. Why did settlements and large cities develop where they did in each region?</li> <li>3. How does the physical location of each region affect its relationship with the world?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter.</li> <li>2. Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place.</li> <li>2. Spatial thinkers use tools to compare and contrast geographic locations.</li> </ol>

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Examine places and regions and the connections among them	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Connections within and across human and physical systems are developed	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Describe how the physical environment provides opportunities for and places constraints on human activities</li> <li>b. Explain how physical environments influenced and limited immigration into the state</li> <li>c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment</li> <li>d. Describe how places in each region is connected by movement of goods and services and technology</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What physical characteristics led various cultural groups to select the places they did for settlement in this region? (example: water)</li> <li>2. How settlers of this region alter their environment to facilitate communication and transportation? (example: water)</li> <li>3. How does the physical environment affect human activity?</li> <li>4. How does human activity affect the environment? (example: deforestation &amp; reforestation)</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Individuals and businesses consider geographic factors in making settlement decisions. For example, many states in the Mountain States region have a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains.</li> <li>2. Individuals and businesses adapt to and modify the environment. For example, businesses and resorts have been created near hot springs throughout this region.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Spatial thinkers evaluate how physical features affect the development of a sense of place.</li> </ol>



### 3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete a Valwood education must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Economics Standard are:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 1. People respond to positive and negative incentives	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Define positive and negative economic incentives</li> <li>b. Give examples of the kinds of goods and services produced in each region in different historical periods and their connection to economic incentives</li> <li>c. Explain how the productive resources – natural, human, and capital – of each region have influenced the types of goods produced and services provided</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why are different goods and services important at different times in this region’s history?</li> <li>2. How have science and technology changed the economy of each region?</li> <li>3. How have natural, human, and capital resources had both positive and negative impacts on the development of each region of the United States?</li> <li>4. How does settlement impact water availability and water rights?</li> <li>5. How does the availability of water impact settlement?(example: environmental impact)</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities.</li> <li>2. Negative incentives influence behavior predictably over time. For example, people move or refuse to relocate due to poor climate or resource shortages.</li> <li>3. Groups use both positive and negative incentives to affect behavior. For example, the tourism industry uses incentives to attract tourists and government agencies use tickets to discourage speeding and fines for not following regulations</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Economic thinkers consider the influence of changing resources and demand on the productivity of a state economy.</li> <li>2. Economic thinkers study changes in the relationship between the availability of resources and the production of goods and services.</li> </ol>

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b> Acquire the knowledge and economic reasoning skills to make sound financial decisions	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. The relationship between choice and opportunity cost	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Define choice and opportunity cost</li> <li>b. Analyze different choices and their opportunity costs</li> <li>c. Give examples of the opportunity costs for individual decisions</li> <li>d. Identify risks that individuals face</li> <li>e. Analyze methods of limiting financial risk</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. In what ways can information be obtained to make a decision?</li> <li>2. How do you know when you've made a good decision?</li> <li>3. How do you know when you've made a bad decision?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Knowledge of the relationship between choice and opportunity cost leads to good decision-making. For example, a business may have an opportunity to purchase inexpensive land, but the cost may be in the travel time.</li> <li>2. Decisions are made daily regarding risks such as riding a bicycle, skiing, riding in a car, and spending all of an allowance immediately rather than saving.</li> <li>3. Businesses make choices about risk. For example, a company locates in a country that has an unstable government or extends credit to individuals.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Economic thinkers analyze opportunity costs associated with making decisions.</li> <li>2. Economic thinkers analyze data to forecast possible outcomes.</li> <li>3. Financially responsible individuals understand and categorize the components of risk.</li> <li>4. Financially responsible individuals mitigate and analyze potential risk.</li> </ol>

#### 4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete a Valwood education must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Civics standard are:**

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze and practice rights, roles, and responsibilities of citizens	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Analyze and debate multiple perspectives on an issue	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Give examples of issues faced by the region and develop possible solutions</li> <li>b. Provide supportive arguments for both sides of a current public policy debate</li> <li>c. Discuss how various individuals and groups influence the way an issue affecting the region is viewed and resolved</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How can government answer questions about issues in a region in various ways?</li> <li>2. How do diverse opinions enrich a community?</li> <li>3. How does an individual’s experience and background influence perception of an issue?</li> <li>4. Why is it important to research issues and engage in civil debates?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The art of debate, critical reasoning, and active listening are skills that foster informed choices. For example, school boards review the pros and cons of an issue such as dress code and make a policy decision.</li> <li>2. The ability to critically analyze multiple perspectives for solutions allows for improved problem-solving. For example, members of a social organization review multiple proposals to select a philanthropic cause for the year.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Responsible community members recognize opportunities to study the effectiveness of various ways to influence state public policy or help industry create an environmentally conscious development.</li> <li>2. Responsible community members understand the relationships between state government and citizens.</li> </ol>

<b>Content Area: Social Studies – Fourth Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. The origins, structure, and functions of the United States government	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Explain the origins, structure, and functions of the three branches of the state government and the relationships among them</li> <li>b. Identify and explain a variety of roles leaders, citizens, and others play in state government</li> <li>c. Identify and explain the services state government provides and how those services are funded</li> <li>d. Explain the historical foundation and the events that led to the formation of the United States government</li> <li>e. Describe how the decisions of the state government affect local government and interact with federal law</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why is United States Constitution important to individuals?</li> <li>2. What would state government look like if one of the branches had more power than the others?</li> <li>3. What would each state be like without a state government?</li> <li>4. To what extent were various individuals and organizations in the state important in the development of that state’s government?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Knowledge of the origins, structure, and functions of United States’s government provides for participation, influence and benefits. For example, individuals can vote on ballot issues that affect taxes.</li> <li>2. Technology helps to investigate resources and ask for government support and services. For example, someone wanting to open a restaurant can visit the Department of Health website to get information.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Responsible community members understand the structure, function, and origin of the state government.</li> </ol>