GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 1: CIVIC SKILLS				
Big Questions		**Formative/Summative Assessments** (To be determined by teachers/teams)		
1. How do people take action to influence decisions on specific issues? 2. How do local, state, national, or tribal governments address issues?		Options include, but are not limited to: • Practice civil skills (write letter, etc.)		
Substrand/Standard	**Curriculum Benchmark**	**Standards of Proficiency** (To be determined by teachers/teams)	**Can Be Embedded into Another Content Area**	**Resources**
<u>Substrand</u>: Civic Skills <u>Standard</u>: Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue. (For example: Ways people take action— write a letter, make phone calls, create an advertisement or web page, attend a meeting.) *(Standard : 4.1.1.1.1)*		• Responsive Classroom • Community Service	• Specific messages and activities to use during Morning Meeting • <u>Harcourt "Social Studies"</u>: Unit 1

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 2: GOVERNMENT INSTITUTIONS AND THE POLITICAL PROCESS				
Big Questions		**Formative/Summative Assessments** (To be determined by teachers/teams)		
1. What are the three branches of government and how do they function? 2. How does the United States government compare to tribal governments?		Options include, but are not limited to:		
Substrand/Standard	**Curriculum Benchmark**	**Standards of Proficiency** (To be determined by teachers/teams)	**Can Be Embedded into Another Content Area**	**Resources**
Substrand: Governmental Institutions and Political Processes Standard: The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government. (For example: Services provided by tribal governments—schools, hunting and fishing regulations.) *(Standard : 4.1.4.7.1*			• Literacy by Design (Theme 9 – Native People) • Website: http://nativeamericans.mrdonn.org (There are articles about Sioux and Iroquois governments.) • Harcourt "Social Studies": Unit 1

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 3: ECONOMIC REASONING SKILLS	
Big Questions	**Formative/Summative Assessments** (To be determined by teachers/teams)
1. Make informed economic choices by identifying goals, interpreting/applying data, considering short- and long-run costs/benefits of alternative choices and revising goals based on analysis **(turn into question).**	Options include, but are not limited to: • Apply a reasoned decision-making process to make a choice

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
Substrand: Economic Reasoning Skills Standard: People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	Apply a reasoned decision-making process to make a choice. (For example: Processes—a decision tree or PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision). A choice—evaluating the benefits and costs of buying a new game.) *(Standard : 4.2.1.1.1)*		• Responsible Classroom • Money Choices	• Harcourt "Social Studies": (by regions) Units 2-6 • Literacy by Design (Themes 13 and 14 – Buyers and Sellers) • Websites: http://williamcwood.com/econed/links-to-lessons/elementary and http://moneyinstructor.com/elementary.asp

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 4: FUNDAMENTAL CONCEPTS (ECONOMICS)				
Big Questions		**Formative/Summative Assessments** (To be determined by teachers/teams)		
1. How do individuals, organizations, governments make choices when resources are scarce? 2. How do individuals, businesses, and governments intersect to exchange goods and services? (How does the market place work?)		Options include, but are not limited to:		
Substrand/Standard	**Curriculum Benchmark**	**Standards of Proficiency** (To be determined by teachers/teams)	**Can Be Embedded into Another Content Area**	**Resources**
Substrand: Fundamental Concepts Standard: Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	Define the productivity of a resource and describe ways to increase it. *For example:* Productivity equals the amount of output divided by the amount of input (resource). Things that can increase productivity—division of labor, specialization, improvements in technology (the way things are made). The productivity of a corn farmer (resource) has been improved by the use of specialized equipment, development of new varieties of seeds and fertilizers and improved farming techniques. *(Standard : 4.2.3.3.1)*		• This one needs to be clarified. Definition of a resource/productivity?	• Harcourt "Social Studies": (by regions) Units 2-6 • Literacy by Design (Themes 13 and 14 – Buyers and Sellers) • Websites: http://williamcwood.com/econed/links-to-lessons/elementary and http://moneyinstructor.com/elementary.asp and http://www.proteacher.org/c/377Economics.html and http://www.polk-fl.net/students/academiccompetitions/documents/resources/PACEDDecision-MakingModel.pdf
Substrand: Fundamental Concepts Standard: Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets. (For example: Markets—mall stores, online shopping, mail orders, garage sales, employment center. Prices—$40 for a video game, $15 for one hour of a worker's labor. *(Standard: 4.2.3.5.1)*			• Harcourt "Social Studies": (by regions) Units 2-6 • Literacy by Design (Themes 13 and 14 – Buyers and Sellers) • Websites: http://williamcwood.com/econed/links-to-lessons/elementary and http://moneyinstructor.com/elementary.asp and http://www.proteacher.org/c/377Economics.html and http://www.polk-fl.net/students/academiccompetitions/documents/resources/PACEDDecision-MakingModel.pdf

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 5: GEOSPATIAL SKILLS	
Big Questions	**Formative/Summative Assessments** (To be determined by teachers/teams)

1. How do people use geographic representations and geospatial technologies to acquire process and report information within a spatial context?	Options include, but are not limited to:
	 • Create and use various kinds of maps:
	    - Overlaying thematic maps
	    - "TODALS" map basics
	    - Points/lines and colored and as display spatial information

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
Substrand: Geospatial Skills Standard: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. (For example: "TODALS" map basics—title, orientation, date, author, legend/key, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.) *(Standard : 4.3.1.1.1)*		• Scale - Math	• Some of these skills are embedded into Everyday Math. • Google Earth (Satellite photos) • Harcourt "Social Studies" (Map Resources)
Substrand: Geospatial Skills Standard: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico. *(Standard: 4.3.1.1.2)*		• Similar skills are used in mathematics	• Some of these skills are embedded into Everyday Math. • Google Earth (Satellite photos) • Harcourt "Social Studies" (Map Resources)
Substrand: Geospatial Skills Standard: Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico. (For example: How has human activity had an impact on the environment? Which region has the largest population? Where are the manufacturing centers of a country? Which languages are spoken in different places? Other questions might relate to environmental concerns, transportation issues, flood control.) *(Standard : 4.3.1.2.1)*		• Some skills in Data Analysis - Math	• Some of these skills are embedded into Everyday Math. • Google Earth (Satellite photos) • Harcourt "Social Studies" (Map Resources)

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 5: GEOSPATIAL SKILLS (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
Substrand: Geospatial Skills Standard: Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico. *(Standard: 4.3.1.2.2)*			• Some of these skills are embedded into Everyday Math. • Google Earth (Satellite photos) • Harcourt "Social Studies" (Map Resources)

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 6: PLACES AND REGIONS	
Big Questions	**Formative/Summative Assessments** (To be determined by teachers/teams)
1. What are the physical characteristics of a place? 2. What are the human characteristics of a place? 3. How have we constructed regions to help us interpret areas of the North America's surface?	Options include, but are not limited to: - Locating and labeling physical and human characteristics of a place - Name and locate states, territories, major cities, and state capitals - Name and locate neighboring countries of the U.S.

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
Substrand: Places and Regions Standard: Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems).	Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico. (For example: Physical characteristics—landforms (Rocky Mountains), ecosystems (forest), bodies of water (Mississippi River, Hudson Bay), soil, vegetation, weather and climate. Human characteristics— structures (Statue of Liberty), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.) *(Standard : 4.3.2.3.1)*			- Harcourt "Social Studies": (by regions) Units 1-6 - Harcourt Atlas - Google Earth - Websites: http://www.worldatlas.com/webimage/countrys/na.htm and http://dsc.discovery.com/tv-shows/north-america
Substrand: Places and Regions Standard: People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity.	Name and locate states and territories, major cities and state capitals in the United States. *(Standard: 4.3.2.4.1)*			- Harcourt "Social Studies": (by regions) Units 1-6 - Harcourt Atlas - Google Earth - Websites: http://www.worldatlas.com/webimage/countrys/na.htm and http://dsc.discovery.com/tv-shows/north-america
Substrand: Places and Regions Standard: People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity.	Name and locate countries neighboring the United States and their major cities. (For example: Countries neighboring the United States—Canada, Mexico, Cuba, Russia; Major cities—Toronto, Montreal, Winnipeg, Vancouver, Mexico City, Havana) *(Standard: 4.3.2.4.2)*			- Harcourt "Social Studies": (by regions) Units 1-6 - Harcourt Atlas - Google Earth - Websites: http://www.worldatlas.com/webimage/countrys/na.htm and http://dsc.discovery.com/tv-shows/north-america

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 7: HUMAN SYSTEMS				
Big Questions			**Formative/Summative Assessments** (To be determined by teachers/teams)	
1. How do the characteristics of human populations influence their systems? 2. How do geographic factors influence the distribution, functions, and growth, and patterns of cities and human settlements?			Options include, but are not limited to: • Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century • Explain how geographic factors affect population distribution and growth of the United States and Canada	
Substrand/Standard	**Curriculum Benchmark**	**Standards of Proficiency** (To be determined by teachers/teams)	**Can Be Embedded into Another Content Area**	**Resources**
<u>Substrand</u>: Human Systems <u>Standard</u>: The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century. *(Standard : 4.3.3.5.1)*			• <u>Harcourt "Social Studies"</u>: (by regions) Units 2-6
<u>Substrand</u>: Human Systems <u>Standard</u>: Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada. (For example: Geographic factors—climate, landforms, availability of natural resources.) *(Standard: 4.3.3.6.1)*			• <u>Harcourt "Social Studies"</u>: (by regions) Units 2-6

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 8: HUMAN ENVIRONMENT INTERACTION	
Big Questions	**Formative/Summative Assessments** (To be determined by teachers/teams)
1. How does the environment influence human actions and humans both adapt to and change the environment? 2. How does the meaning, use, distribution and importance of resources change over time?	Options include, but are not limited to: • Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations/modifications? • Describe how the location of resources and the distribution of people and their varying economic activities have created different regions in the United States and Canada. • Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.

Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
Substrand: Human Environment Interaction Standard: The environment influences human actions; and humans both adapt to and change, the environment.	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications. *For example:* Humans cut down a forest to clear land for farming, which leads to soil erosion. Consequently, humans have to use more fertilizer to supplement the nutrients in the soil. *(Standard : 4.3.4.9.1)*			• Harcourt "Social Studies": (by regions) Units 2-6 • Harcourt "Social Studies": Unit 4 (Midwest region for agriculture)
Substrand: Human Environment Interaction Standard: The meaning, use, distribution and importance of resources changes over time.	Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada. *(Standard: 4.3.4.10.1)*			• Harcourt "Social Studies": (by regions) Units 2-6 • Harcourt "Social Studies": Unit 4 (Midwest region for agriculture)
Substrand: Human Environment Interaction Standard: The meaning, use, distribution and importance of resources changes over time.	Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States. *For example:* Agricultural regions—"Corn Belt," "Dairy Belt," crop regions. *(Standard: 4.3.4.10.2)*			• Harcourt "Social Studies": (by regions) Units 2-6 • Harcourt "Social Studies": Unit 4 (Midwest region for agriculture)

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 9: PEOPLE, CULTURES, AND CHANGE OVER TIME	
Big Questions	**Formative/Summative Assessments** (To be determined by teachers/teams)
1. How do the differences and similarities of cultures around the world attribute to their diverse origins and histories – and their interactions with other cultures throughout time?	Options include, but are not limited to: • Identify and locate on a map or globe the origins of peoples in the local community and state • Create a timeline of when different groups arrived and describe why and how they came

Substrand/Standard	**Curriculum Benchmark**	**Standards of Proficiency** (To be determined by teachers/teams)	**Can Be Embedded into Another Content Area**	**Resources**
<u>Substrand</u>: Peoples, Cultures, and Change Over Time <u>Standard</u>: The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came. *(Standard : 4.4.2.4.1)*			• <u>History Alive</u> • Websites: http://scholastic.com/teachers/lesson-plan/immigration-then-and-now and http://pbs.org/teachers/thismonth/immigration/index1.html

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 10: HISTORICAL THINKING SKILLS				
Big Questions			**Formative/Summative Assessments** (To be determined by teachers/teams)	
1. What is historical inquiry? 2. How is historical inquiry used to draw conclusions about how and why things happened in the past?			Options include, but are not limited to: • TBD – Use maps to compare and contrast a particular region in the United States, Canada, and Mexico at different points in time.	
Substrand/Standard	**Curriculum Benchmark**	**Standards of Proficiency** (To be determined by teachers/teams)	**Can Be Embedded into Another Content Area**	**Resources**
<u>Substrand</u>: Historical Thinking Skills <u>Standard</u>: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time. *For example:* The United States, Canada, or Mexico in 1800 versus 1900; population centers over time; natural resource use over time. *(Standard : 4.4.1.2.1)*			• <u>Houghton-Mifflin</u>

GRADE 4: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 3: GOVERNMENT INSTITUTIONS AND POLITICAL PROCESSES				
Big Questions		**Formative/Summative Assessments** (To be determined by teachers/teams)		
1. What are the specific functions of each of the three branches of government? 2. What are the major roles and responsibilities of our elected and appointed leaders?		Options include, but are not limited to:		
Substrand/Standard	**Curriculum Benchmark**	**Standards of Proficiency** (To be determined by teachers/teams)	**Can Be Embedded into Another Content Area**	**Resources**
Substrand: Governmental Institutions and Political Processes Standard: The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected. *For example:* Mayor, city council member, state senator, governor. *(Standard: 4.1.4.7.2)*			