

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

Grade 4 Social Studies

Course # 24

Length of Period (mins.) 40

Periods per Week: 3

Length of Course (yrs.) 1.0

Adopted: 4/25/05

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Description of Course

Course Title:

Grade 4 Social Studies – # 24

Goals:

- To develop a working knowledge of Pennsylvania physical and cultural geography, history, government, and economic developments from its founding to 1824
- To develop an understanding of the United States regions including physical, political, and cultural characteristics
- To develop an understanding of why explorers came to North America and their significant discoveries
- To analyze and evaluate important historical documents, describe current events, and predict future trends

Text:

States and Regions, Houghton-Mifflin, 2005

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Social Studies
K – 5 Units

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
School/Civics	People Everywhere	Places Near and Far	Communities and Geography	Regions	Exploration and Settlement
Family	Where We Live	Our Country Long Ago	America's Early Communities	The East	American Revolution
Economics	The World of Work	America at Work	People Move From Place to Place	The South	A New Nation
Geography/Map and Globe Skills	Everything Changes		Community Government	The Midwest	Citizenship
Citizenship	Good Citizens		Making Economic Choices	The West	Economics
Holidays/Current Events				Pennsylvania Geography	
				Pennsylvania: Founding and Development from beginning to 1824	

Unit	Num	Objective	Level	Content	Evaluation	Standard
Regions: East, South, Midwest, West	1	Students will define the vocabulary term “region.”	U	<ul style="list-style-type: none"> Textbook – Chapter 1 U.S. and World map Unit resource book 	<ul style="list-style-type: none"> Quiz Hands-on activities with maps and globes 	6.2.6 A 6.2.6 B
	2	Students will name the six shared features of a region.	U	<ul style="list-style-type: none"> Graphic organizer Textbook Class discussion Maps 	<ul style="list-style-type: none"> Region project Quiz 	7.1.6 B
The East	3	Students will identify the East geographic region of the United States and its common characteristics and unique differences.	U	<ul style="list-style-type: none"> Textbook readings Classroom discussion Students will color code regions on United States map Graphic organizer 	<ul style="list-style-type: none"> Evaluation of student generated color coded map 	6.2.6 A 6.2.6 B 6.2.6 G 7.1.6 B
	4	Students will describe the physical features of the East region, e.g., Appalachian Mountains, Lake Erie, Lake Ontario, Atlantic Ocean, Long Island, etc.	L	<ul style="list-style-type: none"> Textbook readings Crate T chart comparing regions and land forms Physical and political maps 	<ul style="list-style-type: none"> Written content assessment Student created posters and picture webs 	7.1.6 B
	5	Students will describe the population and cultural characteristics of the East region.	A	<ul style="list-style-type: none"> Textbook State pamphlets 	<ul style="list-style-type: none"> Observation Resource kit Class discussion Student created posters and picture webs 	7.3.6 A 7.3.6 B
	6	Students will match sites and capitals in the East.	A	<ul style="list-style-type: none"> Student made state/capital flash cards CD – “States/Capitals” “Nifty Fifty States” – songs 	<ul style="list-style-type: none"> Test – state/capital match Test – numbered state identification map 	7.1.6 B
	7	Students will describe the role the Pennsylvania government has in overseeing economic activities, e.g., businesses, personal, and property.	A	<ul style="list-style-type: none"> Textbook readings Dramatic role play Charts, pictures Lemonade stand, www.coolmath4kids.com 	<ul style="list-style-type: none"> Teacher created critical thinking questions Student journal entry Class discussion 	6.2.6 H
	8	Students will explain how the location of Pennsylvania’s resources affects its businesses, e.g., farms, logging, steel mills, coalfields, retail superstores, and Internet.	L	<ul style="list-style-type: none"> Student created Pennsylvania map showing symbols and pictures of PA industries properly plotted Class discussions focusing on how a business is influenced by the location of resources 	<ul style="list-style-type: none"> Rubric for maps Oral retellings 	6.2.6 D
The South	9	Students will identify the South	U	<ul style="list-style-type: none"> Textbook readings 	<ul style="list-style-type: none"> Evaluation of student 	6.2.6 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		geographic region of the United States and its common characteristics and unique differences.		<ul style="list-style-type: none"> Classroom discussion Students will color code regions on United States map Graphic organizer 	generated color coded map	6.2.6 B 6.2.6 G 7.1.6 B
	10	Students will describe the physical features of the South United States region, e.g., Atlantic Ocean, Gulf of Mexico, Mississippi River, Ozark Plateau, Appalachian Mountains, Gulf Coastal Plain, Atlantic, Coastal Plain, Florida as a peninsula, Mississippi River Delta, etc.	L	<ul style="list-style-type: none"> Textbook readings Create T chart comparing regions and land forms Physical and political maps 	<ul style="list-style-type: none"> Written content assessment Student created posters and picture webs 	7.1.6 B
	11	Students will describe the population and cultural characteristics of the South region.	A	<ul style="list-style-type: none"> Textbook State pamphlets 	<ul style="list-style-type: none"> Observation Resource kit Class discussion Student created posters and picture webs 	7.3.6 A 7.3.6 B
	12	Students will match sites and capitals in the South.	A	<ul style="list-style-type: none"> Student made state/capital flash cards CD – “States/Capitals” “Nifty Fifty States” – songs 	<ul style="list-style-type: none"> Test – state/capital match Test – numbered state identification map 	7.1.6 B
The Midwest	13	Students will identify the Midwest geographic region of the United States and its common characteristics and unique differences.	U	<ul style="list-style-type: none"> Textbook readings Classroom discussion Students will color code regions on United States map Graphic organizer 	Evaluation of student generated color coded map	6.2.6 A 6.2.6 B 6.2.6 G 7.1.6 B
	14	Students will describe the physical features of the Midwest United States region, e.g., Great Lakes, Mississippi River, Rocky Mountains, Appalachian Mountains, Canada, Ohio River, Missouri River, etc.	L	<ul style="list-style-type: none"> Textbook readings Create T chart comparing regions and land forms Physical and political maps 	<ul style="list-style-type: none"> Written content assessment Student created posters and picture webs 	7.1.6 B
	15	Students will describe the population and cultural characteristics of the Midwest United States region.	A	<ul style="list-style-type: none"> Textbook State pamphlets 	<ul style="list-style-type: none"> Observation Resource kit Class discussion Student created posters and picture webs 	7.3.6 A 7.3.6 B
	16	Students will match sites and capitals in the Midwest.	A	<ul style="list-style-type: none"> Student mad estate/capital flash cards 	<ul style="list-style-type: none"> Test – state/capital match Test – numbered state 	7.1.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> CD – “States/Capitals” “Nifty Fifty States” – songs 	identification map	
The West	17	Students will identify the West geographic region of the United States and its common characteristics and unique differences.	U	<ul style="list-style-type: none"> Textbook readings Classroom discussion Students will color code regions on United States map Graphic organizer 	<ul style="list-style-type: none"> Evaluation of student generated color coded map 	6.2.6 A 6.2.6 B 6.2.6 G 7.1.6 B
	18	Students will describe the physical features of the West United States region, e.g., Pacific Ocean, Great Salt Lake, Sierra Nevada Mountains, Rio Grande River, Rocky Mountains, etc.	L	<ul style="list-style-type: none"> Textbook readings Crate T chart comparing regions and land forms Physical and political maps 	<ul style="list-style-type: none"> Written content assessment Student created posters and picture webs 	7.1.6 B
	19	Students will describe the population and cultural characteristics of the West United States region.	A	<ul style="list-style-type: none"> Textbook State pamphlets 	<ul style="list-style-type: none"> Observation Resource kit Class discussion Student created posters and picture webs 	7.3.6 A 7.3.6 B
	20	Students will match sites and capitals in the West.	A	<ul style="list-style-type: none"> Student made state/capital flash cards CD – “States/Capitals” “Nifty Fifty States” – songs 	<ul style="list-style-type: none"> Test – state/capital match Test – numbered state identification map 	7.1.6 B
Pennsylvania Geography	19	Students will describe geographic tools and their uses, e.g., maps, globes, and atlases.	U	<ul style="list-style-type: none"> Provided notes/materials on latitude and longitude (absolute location) Group work, maps, textbook 	<ul style="list-style-type: none"> Written content assessment 	7.1.6 A
	20	Students will use geographic tools to identify key Pennsylvania characteristics, e.g., borders, cities, and river systems.	U	<ul style="list-style-type: none"> Textbook readings Atlases and other resources to identify key Pennsylvania characteristics 	<ul style="list-style-type: none"> Evaluation of student created map showing key Pennsylvania characteristics 	7.1.6 A
	21	Students will identify Pennsylvania’s location in the United States and world (East Coast, North America.)	L	<ul style="list-style-type: none"> Locate and label United States, North America, and Pennsylvania on blank United States and world maps 	<ul style="list-style-type: none"> Independent completion of blank maps 	7.1.6 A
	22	Students will identify five regions of Pennsylvania including	U	<ul style="list-style-type: none"> Textbook readings Physical map 	<ul style="list-style-type: none"> Written content assessment Student created map 	7.1.6 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		physical features and natural resources, e.g., Piedmont, Appalachian Mountains, etc.		<ul style="list-style-type: none"> Atlas Charts Study guide 		
	23	Students will describe how Pennsylvania's natural resources contribute to its industries, e.g., agriculture, tourism, mining, and manufacturing.	L	<ul style="list-style-type: none"> Textbook readings Guest speaker Class discussion Internet research – www.explorePAhistory.com 	<ul style="list-style-type: none"> Student made presentations, e.g., brochures, flipbooks, PowerPoint, speeches 	6.4.6 G
	24	Students will discuss the differences amongst Pennsylvania counties as they relate to population.	A	<ul style="list-style-type: none"> County map to show Pennsylvania county boundaries Discussion Internet research – www.explorePAhistory.com 	<ul style="list-style-type: none"> Color coded map Graph of 5 – 10 most populated counties 	7.3.6 E
Pennsylvania: Founding and Development from beginning to 1824	25	Students will identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history through 1824, e.g., Native Americans, John Muhlenberg, William Penn, Ben Franklin, Society of Friends, and Robert Morris.	U	<ul style="list-style-type: none"> Textbook readings Videos and library resources Graphic organizers Internet research – www.explorePAhistory.com Resource book 	<ul style="list-style-type: none"> Biography poems Oral presentations and retelling 	8.1.6 B 8.2.6 A
	26	Students will discuss important Pennsylvania historic sites and artifacts important to Pennsylvania history through 1824, e.g., Valley Forge, Gettysburg, Conestoga Wagon, and PA rifle.	A	<ul style="list-style-type: none"> Discussion Textbook readings Internet research – www.explorePAhistory.com 	<ul style="list-style-type: none"> Observation 	8.1.6 B 8.1.6 C 8.1.6 D 8.2.6 B
	27	Students will explain how Pennsylvania history has changed and been influenced from its founding to 1824, e.g., Quakers and Native American beliefs.	L	<ul style="list-style-type: none"> Compare and contrast chart or table of influential groups in Pennsylvania history Class created timeline of Pennsylvania's founding through 1824 Textbook readings Internet research – www.explorePAhistory.com 	<ul style="list-style-type: none"> Evaluation of chart or timeline Test 	8.1.6 A 8.2.6 C 8.3.6 A
	28	Students will identify and explain conflict among groups within Pennsylvania history.	L	<ul style="list-style-type: none"> Class discussion on religious diversity and racial relations Role playing from each groups; 	<ul style="list-style-type: none"> Individual journal entries Teacher created quiz 	5.2.6 C 8.1.6 C 8.2.6 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
				point of view • Internet research – www.explorePAhistory.com		
	29	Students will explain important Pennsylvania documents including the Charter of 1681, Charter of Privileges, Pennsylvania Constitution, and the Pennsylvania Declaration of Rights.	L	• Textbook readings • Teacher provided notes/presentation materials • Internet research – www.explorePAhistory.com	• Worksheet – Fact to document match • Student retellings	5.1.6 D 5.1.6 H 5.1.6 J 5.3.6 F 8.3.6 B