

Course Syllabus

Social Studies, Grade 4

Social Studies Preview, Review
Guardian Angels School

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

Fourth graders are encouraged to study the rich history and unique attributes of their state. Students should learn about significant events in American history and the role their state played in the development of the United States. Historical documents and democratic principles should be studied to explore American identity. Civic and economic concepts continue to be presented within the context of state history by focusing on state government and economic activity associated with the student's individual state. Geography studies should encompass Earth attributes, processes, and the tools used to understand the world in which we live. Students should develop a cultural perspective through exposure to folklore and diversity.

Civics and Government

The Civics and Government unit combines United States democratic principles, structure and historical documents with governmental systems found throughout the world.

- The learner will be able to describe how an American identity comes from being united by values, principles, and/or beliefs rather than ethnicity, race, religion, class, language, gender, and/or national origin.
- The learner will be able to describe the significance of an American identity sharing values, principles, and/or beliefs to the furthering and enhancement of American democracy.
- The learner will be able to describe the purposes of rules.
- The learner will be able to understand that all the nations of the world have independent systems of government.

- The learner will be able to name problems that may result from absence of government.
- The learner will be able to recognize the strengths and weaknesses of a law.
- The learner will be able to name the characteristics of an effective law.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in patriotic stories.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in patriotic speeches.
- The learner will be able to identify historical figures who helped to shape the principles and values of American democracy.
- The learner will be able to recognize that the Constitution is the highest law of the land.
- The learner will be able to identify the ideas and individuals that shaped the Constitution.
- The learner will be able to explain the meaning and significance of the United States Constitution.
- The learner will be able to understand the relationship of his/her state's constitution to the United States Constitution.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in the Constitution.
- The learner will be able to describe the meaning of citizenship in the United States.
- The learner will be able to explain the value of public service in his/her state.
- The learner will be able to recognize opportunities for public service in his/her state.
- The learner will be able to name important functions of political leaders.

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- The learner will be able to describe specific criteria used in selecting leaders.
- The learner will be able to use specific criteria when selecting leaders.
- The learner will be able to identify the ideas and individuals that shaped the Declaration of Independence.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in the Declaration of Independence.
- The learner will be able to explain the purposes of the three branches of the United States government.
- The learner will be able to order the different branches of the United States government by size.
- The learner will be able to describe the functions of local government in his/her community.
- The learner will be able to identify members of the legislative branch of his/her local government.
- The learner will be able to identify members of the executive branch of his/her local government.
- The learner will be able to identify members of the judicial branch of his/her local government.
- The learner will be able to demonstrate knowledge of how to contact his/her local representative.
- The learner will be able to describe how the local government pays for services provided.
- The learner will be able to understand the role and responsibilities of a state governor.
- The learner will be able to identify the responsibilities of state government.
- The learner will be able to describe the functions of state government.
- The learner will be able to list important services provided by the state government.
- The learner will be able to describe the importance of individual participation in state government.
- The learner will be able to name ways individuals can participate in state government.
- The learner will be able to identify the responsibilities of the legislative, executive, and judicial branches of state government.
- The learner will be able to identify members of the legislative branch of his/her state government.
- The learner will be able to identify members of the executive branch of his/her state government.
- The learner will be able to identify members of the judicial branch of his/her state government.
- The learner will be able to demonstrate knowledge of how to contact his/her state representative.
- The learner will be able to describe the selection process for state government officials.
- The learner will be able to describe the functions of federal government.
- The learner will be able to identify members of the legislative branch of the federal government.
- The learner will be able to identify members of the executive branch of the federal government.
- The learner will be able to identify members of the judicial branch of the federal government.
- The learner will be able to identify the two Houses of Congress.
- The learner will be able to list examples of ways the federal government protects individual rights.
- The learner will be able to differentiate between local, state and federal government.
- The learner will be able to understand the significance of responsibilities to him/her self, family, community, and/or nation.

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- The learner will be able to explain the rights and responsibilities of a citizen to affect the decisions and actions of their government.
- The learner will be able to identify ways citizens can track the decisions and actions of their government.
- The learner will be able to understand how the principles and values of American democracy are promoted through participation in government, such as voting.
- The learner will be able to understand how the principles and values of American democracy are promoted through participation in government, such as serving on juries.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in the Bill of Rights.
- The learner will be able to explain characteristics of a limited government.
- The learner will be able to explain characteristics of unlimited government, such as a dictatorship.

Cultural Perspective

The Cultural Perspective unit includes communities, diversity, fine arts, humanities, folklore, holidays, media, and religious and social issues.

- The learner will be able to understand the concept of diversity.
- The learner will be able to identify folk art and/or music that is a part of U.S. cultural history.
- The learner will be able to explain how folklore contributes to the national heritage of the United States.
- The learner will be able to define diversity.
- The learner will be able to explain diversity in the United States.
- The learner will be able to list common forms of diversity in the United States.

- The learner will be able to interpret newspaper headlines.

Economics

The Economics unit includes core concepts, such as supply and demand, goods and services, income, and employment, as well as United States and world economies.

- The learner will be able to identify a business that supplies goods.
- The learner will be able to identify a business that supplies services.
- The learner will be able to compare and contrast the producers of goods and services.
- The learner will be able to associate a basic need with the business that supplies it.
- The learner will be able to distinguish between the price someone pays to buy a good/service and the cost of making/producing it.
- The learner will be able to define trade.
- The learner will be able to examine the benefits of trade.
- The learner will be able to predict the outcome of a situation involving economic competition.
- The learner will be able to explain the role of supply and demand in determining resource allocation.
- The learner will be able to identify an economic causal relationship, such as an assembly line in a factory.
- The learner will be able to interpret economic data presented on a chart.
- The learner will be able to associate economic activity (i.e., farming) with geographic factors (i.e., good soil).
- The learner will be able to understand the logical sequence of agricultural economics.
- The learner will be able to understand economic and social interdependence.

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Geography

The Geography unit includes United States and world geography, map and globe skills, Earth characteristics, and geographic tools and concepts.

- The learner will be able to identify the meaning of geographical terms, such as the equator.
- The learner will be able to identify a geographical location based on a description.
- The learner will be able to use knowledge of a geographic concept.
- The learner will be able to associate geographical factors with economic growth.
- The learner will be able to understand the characteristics of a region.
- The learner will be able to make inferences about geographical regions using a chart.
- The learner will be able to compare regions in his/her state to other regions across the world.
- The learner will be able to identify locations on a map.
- The learner will be able to associate a location with information given on a map.
- The learner will be able to construct a map of his/her state.
- The learner will be able to use maps and other graphics to locate information.
- The learner will be able to use absolute location to find places on a map and/or a globe.
- The learner will be able to use relative location to find places on a map and/or a globe.
- The learner will be able to draw conclusions about maps.
- The learner will be able to construct a three-dimensional model of his/her state or a world country.

- The learner will be able to use geographic tools to collect data.
- The learner will be able to use geographic tools to examine data.
- The learner will be able to use geographic tools to interpret data.
- The learner will be able to locate the major cities of the United States.
- The learner will be able to analyze how human perception of the environment affects settlement patterns.
- The learner will be able to interpret population information from a graph.
- The learner will be able to explain how physical processes shape features and/or patterns on the surface of the Earth.
- The learner will be able to explain how Earth's position to the Sun affects conditions on Earth.
- The learner will be able to locate the North and South Poles.
- The learner will be able to locate the equator.
- The learner will be able to identify Earth's hemispheres.
- The learner will be able to understand the reasons for population migration.
- The learner will be able to compare the causes and effect of human migration.
- The learner will be able to analyze how human perception of the environment affects migration.

Historical Perspective

The Historical Perspective unit includes data interpretation, awareness and analysis skills, and the concepts of time, change, and continuity.

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- The learner will be able to develop historical analysis skills.
- The learner will be able to analyze historical events using multiple sources.
- The learner will be able to interpret information presented in timelines.
- The learner will be able to read a graph.
- The learner will be able to draw conclusions from the information presented in series of graphs.
- The learner will be able to compare information presented on a graph.
- The learner will be able to analyze data presented in a chart or graph.

Technological Developments

The Technological Developments unit includes historical achievements in the areas of communication, math, science, transportation, and technological inventions.

- The learner will be able to understand the impact of the use of rail systems for transportation.
- The learner will be able to understand the impact of the use of road systems for transportation.
- The learner will be able to understand the impact of the use of aircraft for transportation.
- The learner will be able to identify significant people who contributed to the field of transportation.
- The learner will be able to demonstrate knowledge of the development of written communication throughout history.
- The learner will be able to understand the invention of basic tools.
- The learner will be able to identify significant technological achievements of various historical societies.

- The learner will be able to identify significant scientific achievements of various historical societies.

United States History

The United States History unit includes events and issues pertaining to the founding, development, and expansion of our nation from its inception to present day.

- The learner will be able to summarize the events within his/her state history.
- The learner will be able to understand how geography has impacted his/her state history.
- The learner will be able to understand changes in population over time within his/her state.
- The learner will be able to explain how his/her state was granted statehood.
- The learner will be able to identify how his/her state history relates to the history of the nation.
- The learner will be able to trace the history of his/her state during the 20th century.
- The learner will be able to explain his/her state's role in the American Revolution.
- The learner will be able to describe the social and political climate in his/her state from the American Revolution through the Civil War.
- The learner will be able to explain his/her state's role in the Civil War.
- The learner will be able to identify the factors contributing to the onset of the American Revolution.
- The learner will be able to explain how the Revolutionary War affected the nation.
- The learner will be able to identify historical figures from his/her state.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in the Pledge of Allegiance.

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- The learner will be able to explain the meaning of the national anthem.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in patriotic songs.
- The learner will be able to explain the meaning of the Statue of Liberty.
- The learner will be able to associate a symbol (e.g., Liberty Bell) with democratic principles (e.g., freedom).
- The learner will be able to understand the relationship between historical symbols and the government.
- The learner will be able to demonstrate knowledge of the various movements of large groups of people, such as westward and northward migrations.
- The learner will be able to describe early pioneers' expansion of the West.
- The learner will be able to identify events that led to Civil War.
- The learner will be able to identify the significant battles of the Civil War.
- The learner will be able to explain how the Civil War affected the nation.
- The learner will be able to explain how the Reconstruction Era affected the nation.
- The learner will be able to assess the effect of segregation within the United States.
- The learner will be able to identify a quote from the famous speech by Martin Luther King Jr., "I Have a Dream".
- The learner will be able to explain the origin of conflict between American Indians and Europeans.
- The learner will be able to draw conclusions about the indigenous people of North America using legends and myths.