

Social Studies Curriculum

Grade Level: 4th Grade

Focus: Geography of the United States

Time Frame: August/September/October

Illinois Learning Standards:

17A: Locate, describe and explain places, regions and features on the Earth.

17B: Analyze and explain characteristics and interactions of the Earth's physical systems.

17C: Understand relationships between geographic factors and society.

17D: Understand the historical significance of geography.

Essential Question(s):

1. What impact has the geography had on the development and settlement of a region and its economy?
2. How does the physical geography of a region affect human life?

Understandings:

1. Students will understand the geographical characteristics of the United States effect the environment and human life.
2. Students will understand maps have parts and maps are used for various purposes.
3. Students will understand climate pertains to a region over time and weather is day to day.
4. Students will understand resources are renewable and non-renewable and students need to know the difference between the two.

The Student Will Be Able To:

1. Define and identify major landforms of the United States.
2. Explain the idea of environment and its effects on human life.
3. Read and interpret political, physical, landform, historical and transportation maps.
4. Compare climate and weather.
5. Define natural resources.
6. Compare and contrast the geography and climate of Canada and the U.S.

Social Studies Curriculum

Grade Level: 4th Grade

Focus: Economy

Time Frame: October/November/December

Illinois State Standards:

15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

15B: Understand the scarcity necessitates choices by consumers.

15C: Understand that scarcity necessitates choices by producers.

15D: Understand trade as an exchange of goods or services.

Essential Question:

1. Why does economic development influence communities?
2. How does the physical environment of a region impact the economic development?

Understandings:

1. Students will understand what the free enterprise system is and how does it work.
2. Students will understand people's lives are directly affected by the economies of cities, states, nations, and the world.
3. Students will understand all people engage in economic activity: buying, selling, trading, producing and consuming.

The Student Will Be Able To:

1. Describe our economy under the free enterprise system.
2. Identify key parts of the U.S. Economy.
3. Tell how economies are interrelated.
4. Analyze the importance of natural resources.
5. Identify major renewable, nonrenewable, and human resources.

Social Studies Curriculum

Grade Level: 4th Grade

Focus: Government and History

Time Frame: January/February/March

Illinois Learning Standards:

14A: Understand and explain basic principals of the United States government.

14B: Understand the structures and functions of the political systems of Illinois, the United States and other nations.

14C: Understand election processes and responsibilities of citizens.

14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

16A: Apply the skills of historical analysis and interpretation.

16B: Understand the development of significant political events.

16C: Understand the development of economic systems.

16D: Understand Illinois, United States and world social history.

Essential Question:

1. Explain key events that have influenced how the U.S. has changed over time.
2. How has government been organized to meet the needs of the communities?

Understandings:

1. Students will understand the purpose of early government were set forth in the U.S. Constitution and our form of government functions to serve those purposes.
2. Students will understand The Federal Government is broken down into different branches, and those branches have different responsibilities.
3. Students will understand people work together to promote the values and principles of American democracy.

The Student Will Be Able To:

1. Compare the three branches of the United States government.
2. Describe the rights and responsibility of the U.S. citizens under the constitution.
3. Have an understanding of a democratic republic.
4. Describe the role citizens play in our government.

Social Studies Curriculum

Grade Level: 4th Grade

Focus: Culture

Time Frame: April/May/June

Illinois Learning Standards:

16C: Understand the development of economic systems.

16D: Understand Illinois, United States and world social history.

16E: Understand Illinois, United States and world environmental history.

18A: Compare characteristics of culture as reflected in language, literature and the arts traditions and institutions.

18B: Understand the roles and interactions of individuals and groups in society.

18C: Understand how social systems form and develop over time.

Essential Questions:

1. How have various cultural groups had an impact on the development of an area?
2. What elements of history and culture have helped shape the United States people, events and ideas?

Understandings:

1. A culture is related to human activity such as languages and music, and customs are related to traditions such as holiday celebrations.
2. America was built on the strength of its immigrant population.
3. The institution of slavery and forced resettlement is considered in history, as a form of mans inhumanity to man, and its impact still lingers.
4. Even though slavery was a dark time in American history, there were many brave individuals that played a significant role in the fight for freedom.

The Student Will Be Able To:

1. Define culture and custom.
2. Discuss the growth of U.S. population through immigration and slavery.
3. Explain the importance of separate and shared heritages in the U.S.
4. Understand how forced resettlement affects a people and its culture.