

Social Studies

Grade Four

PURPOSE

The grade four social studies program will continue to expand the student's knowledge and understanding of our nation through the study of its REGIONS.

The study will examine the geography of our nation and develop an understanding of the fundamentals in the geography, the environment, and heritage and people of the region. Students will begin their study with an overview of the nation's geography and then explore in depth our own region, the Northeast.

Connecting to the exploration of the Northeast is a study of New Jersey, which will continue in grade four. Students will learn about their state, its geography, history, government and current state issues facing their state. They will be encouraged to make connections with other places and times with our state.

I. STUDENT OUTCOMES

A. Geography (6.7, 6.8, 6.9)

Students will:

1. Use tools for learning about the world including direction words, maps, graphs, globes, calendars and charts.
2. Use simple maps to identify the location of places within the local community and the nearby communities.
3. Begin to use maps to identify the major physical characteristics on the earth, including the United States, continents (land) and oceans.
4. Begin to show an understanding of the spatial concepts of location, distance and direction.
5. Compare the physical characteristics of places and regions.
6. Compare the effects of geography on economic activities locally, in New Jersey, the United States, and the world.
7. Explain how improvements in transportation and communication have resulted in global interdependence.

B. History (6.3, 6.4, 6.5)

Students will:

1. Compare and contrast similarities and differences in daily life over time.
2. Identify social institutions such as family, religion, and government that meet the groups' needs.

3. Apply the concepts of cause, effect, and consequences to historical events.
4. Identify and explain how events and changes occurred in significant historical periods.
5. Identify common elements found in different cultures.
6. Describe the customs of people from different geographic, cultural, and ethnic backgrounds.

C. Economics (6.6)

Students will:

1. Demonstrate knowledge of work that people perform in our economic system.
2. Begin to demonstrate understanding of the role of money in everyday life.
3. Expand the understanding of the concept of supply and demand (6.6).

D. Civics (6.1)

Students will:

1. Recognize symbols of American principles and beliefs, such as the flag and the blindfolded Statue of Justice.
2. Identify and discuss their roles and responsibilities as members of a group.
3. Recognize and identify examples of the rights and responsibilities of citizens within a community and a nation.
4. Give examples of the impact of government policy on their lives.
5. Identify key documents: The Pledge of Allegiance, The Constitution, The Declaration of Independence.
6. Identify social history represented in works of literature and the fine arts.
7. Recognize human experience through time, as depicted in works of history, and literature and in the fine arts.

E. Workplace Readiness/Study Skills

Students will:

1. Begin to identify and describe work that people perform in our economic system.
2. Recognize and define a problem.
3. Select appropriate tools for specific purposes.
4. Begin to set goals for completing assignments, activities and

- projects.
- 5. Work cooperatively with others to accomplish a task.
- 6. Evaluate own actions and accomplishments.
- 7. Use time efficiently and effectively.

II. CONTENT

- A. Exploring Your State
 - 1. New Jersey's environment
 - 2. New Jersey's people and heritage
 - 3. Maps
 - 4. Symbols and seal
- B. Reviewing Geography Skills
 - 1. The five themes of geography
 - 2. Maps and globes
- C. United States, Land and People Unit One
 - 1. Our country's environment
 - 2. Our country's people
- D. The Northeast Unit Three
 - 1. The northeastern environment
 - 2. People and heritage of the northeast
- E. The Southeast Unit Two
 - 1. The environment
 - 2. The people and heritage of the Southeast
- F. The Middle West Unit Four
 - 1. The Interior Plains
 - 2. Pioneers head west
 - 3. The Lakota way of life
 - 4. The Great Lakes and industry
- G. The Southwest Unit Five

1. The Grand Canyon
 2. The climate
 3. Black Gold
- H. The West Unit Six
1. The Central Valley
 2. Climate and elevation
 3. The forests
 4. The Hawaiians
 5. The Gold Rush
 6. Pioneers of women's rights

II. ACTIVITIES AND MATERIALS

- A. Text: Regions, Adventures in Time and Place, McGraw-Hill, 2001.
- B. Teacher Resources
1. Teacher Edition and Teacher Resource Kit
 2. Media Materials
 3. Transparencies
 4. Desk Maps
 5. State Department of Education video, "A Dinosaur's Day in Trenton"
 6. *New Jersey* Teacher Binder
- C. Computer Technology Applications and Websites
1. P.C. USA
 2. P.C. Globe
 3. Compton's Multimedia Encyclopedia
 4. Social Studies WWW

IV. EVALUATION

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.

- C. Student will follow instructions.
- D. Students will hand in completed class and home assignments at the proper time.
- E. Students will study for and complete quizzes, tests and projects successfully.
- F. Students will be expected to participate in class.
- G. The final grade represents the teacher's professional judgment of student performance. All of the above are included in the evaluative process.

REVISED: September 2001, August 2002