

# Social Studies (4)

Social Science

Grade(s) 4th, Duration 1 Year, 1 Credit  
Required Course

## Course Overview

Students will learn about the regions of the United States with emphasis on local and state history, geography, government, and economics.

Students will understand the following standards:

- 1) Choices have consequences.
- 2) Individuals have rights and responsibilities.
- 3) Societies are shaped by beliefs, idea, and diversity.
- 4) Societies experience continuity and change over time.
- 5) Relationships between people, place, idea, and environments are dynamic.

Social Studies (grade 4) courses continue to develop skills in history, geography, civics and government, and economics. Although the four disciplines are typically integrated, these courses may take a more discipline-specific approach, such as concentrating on U.S. history, state-specific history, or civic engagement for periods of time.

Timeframe	Unit	Scope And Sequence Instructional Topics
8 Day(s)	Constitution/Civics and Government	1. Constitution Day 2. Branches of Government 3. Historical Foundations
6 Day(s)	The Midwest	1. Land and Climate 2. Resources and Economy 3. People of the Midwest
8 Day(s)	Kansas	1. Kansas Facts 2. Famous Kansan Research Project
6 Day(s)	The East	1. Land and Climate of the East 2. Resources and Economy 3. People of the East
6 Day(s)	The South	1. Land and Climate of the South 2. Resources and Economy of the South 3. People of the South
6 Day(s)	The West	1. Land and Climate 2. Resources and Economy 3. People of the West
4 Day(s)	Landforms	1. Landforms
4 Day(s)	Economics	1. Review concepts 2. Application of Economics

## Materials and Resources

Houghton Mifflin Social Studies *States and Regions*, BrainPop, online resources, *Econ and Me* materials, Kansas resources\*

### Field Trips:

Bald Eagle Rendezvous, Kansas State Capital Building, Kansas History Museum, Lane University, Constitution Hall, Cedar Crest, The Eldridge, Blackjack Battlefield, Watkins Museum

## Prerequisites

Successful completion of third grade.

## Course Details

**Unit:** Constitution/Civics and Government

**Duration:** 8 Day(s)

### Unit Overview

Students will study the Constitution of the United States, the branches of government, and the historical foundations of our nation and state.

### Materials and Resources

Online resources, Houghton Mifflin Social Studies *States and Regions*, BrainPop, field trips

Ch. 11, Lesson 1 (p. 308-313)

### Academic Vocabulary

Constitution, judicial branch, legislative branch, executive branch, Bill of Rights, senator, representative, governor, President, senate, legislator, House of Representatives

**Topic:** Constitution Day

**Duration:** 3 Day(s)

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## Topic Overview

The students will become familiar with the Constitution including the Bill of Rights.

## Learning Targets

Constitution

The students will learn about the parts of the Constitution.

Bill of Rights

Students will demonstrate understanding of the importance of The Bill of Rights.

Culminating Activity

Students will prioritize and defend their choice of the most significant articles of the Bill of Rights.

## Topic: Branches of Government

Duration: 3 Day(s)

## Topic Overview

Students will study the three branches of government at the federal and state level.

## Learning Targets

Branches of Government

Students will identify and describe the duties of each branch of government after reading informational text.

Branches of Government Project

Students will create a graphic display to illustrate their knowledge.

## Topic: Historical Foundations

Duration: 2 Day(s)

## Topic Overview

Students will discuss what it means to have a government "by the people, of the people, and for the people."

## Learning Targets

Citizenship and Democracy

Students will explain how people are united by national government.

National Symbols

Students will recognize and analyze national symbols of the United States.

## Unit: The Midwest

Duration: 6 Day(s)

## Unit Overview

Students learn the geography and history of the Midwest, exploring its major land and water features as well as its climate, resources, economy, and settlement and population patterns.

## Materials and Resources

Ch. 7 (p. 188-209)

## Academic Vocabulary

prairie, tributary, lock, levee, supply and demand, homestead, reservation, assembly line, primary and secondary sources

## Topic: Land and Climate

Duration: 1 Day(s)

## Topic Overview

Students will explore the climate and geography of the Midwest.

## Learning Targets

Land and Climate

Students will:

1. Name and describe the location of major land or water features of the Midwest.
2. Explain why many towns and cities are located on rivers and coasts.
3. Explain how the Great Lakes were formed.
4. Describe the climate of the Midwest.
5. Discuss some ways that the climate of the Midwest affects the people who live there.

## Topic: Resources and Economy

Duration: 1 Day(s)

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## Topic Overview

Students will discuss the resources and major industries of the Midwest and how they contribute to the economy.

## Learning Targets

Resources and Economy

Students will:

1. List natural resources found in the Midwest.
  2. Identify two ways people use natural resources of the Midwest.
  3. Describe two industries that provide jobs in the Midwest.
  4. Distinguish between supply and demand.
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**Topic:** People of the Midwest

**Duration:** 1 Day(s)

## Topic Overview

Students will describe the American Indians and the early settlers of the Midwest.

## Learning Targets

People of the Midwest

Students will:

1. Identify two Native American cultures of the Midwest.
  2. Discuss the items traded between the European settlers and the Indians.
  3. Explain why the Louisiana Purchase led to settlers moving to the Midwest.
  4. Describe how homesteaders lived on the plains.
  5. Explain how cities such as St. Louis, MO and Minneapolis, MN have grown.
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**Unit:** Kansas

**Duration:** 8 Day(s)

## Unit Overview

Students will study the geography and research famous people, symbols, and historical sites of Kansas.

## Materials and Resources

field trips, guest speakers, trade books, teacher created materials, *Kansas* (Lerner Publications)

## Academic Vocabulary

Lecompton Constitution, territory, trails, symbols, battles, slavery, governor, Kansa, Jayhawker, Bleeding Kansas, Ad Astra Per Aspera

## Summative Assessment

project with rubric

**Topic:** Kansas Facts

**Duration:** 2 Day(s)

## Topic Overview

Students will conduct short research projects that build knowledge through investigation of different aspects of Kansas.

**Topic:** Famous Kansan Research Project

**Duration:** 6 Day(s)

## Topic Overview

Students will write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline specific tasks, purposes, and audiences.

**Unit:** The East

**Duration:** 6 Day(s)

## Unit Overview

Students learn the geography and history of the East, exploring its major land and water features as well as its climate, resources, economy, and settlement and population patterns.

## Materials and Resources

Chapter 3 (p. 70-95)

## Academic Vocabulary

coast, coastal plain, cape, bay, market economy, capital resources, human resources, profit, index, search engine, culture, immigration, constitution, slavery, industry

**Topic:** Land and Climate of the East

**Duration:** 1 Day(s)

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## Topic Overview

This lesson focuses on the landforms, bodies of water, and climate of the East.

## Learning Targets

Land and Climate

Students will:

1. Name and describe the location of four major land or water features of the East.
  2. Explain why many towns and cities are located on rivers and coasts.
  3. Explain why more towns and large cities are located on the plains than in the mountains.
  4. Describe the climate of the East.
  5. Discuss some ways that the climate of the East affects the people who live there.
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**Topic:** Resources and Economy

**Duration:** 1 Day(s)

## Topic Overview

Students will learn about the natural resources and how they are used in a market economy.

## Learning Targets

Resources and Economy

Students will:

1. List four of the natural resources found in the East.
  2. Identify two ways people use natural resources of the East.
  3. Define market economy.
  4. Identify and describe the factors of production.
  5. Explain what private ownership is.
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**Topic:** People of the East

**Duration:** 1 Day(s)

## Topic Overview

Students will describe the different groups of people living in the east and how they have affected each other.

## Learning Targets

People of the East

Students will:

1. Identify three groups of people that have lived in the East.
  2. Describe two ways the American Indians have used the natural resources of the East.
  3. Discuss why European colonists moved to North America.
  4. Define immigration.
  5. Explain why European immigrants and people from rural areas of the United States moved to the cities of the East in the 1800s.
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**Unit:** The South

**Duration:** 6 Day(s)

## Unit Overview

Students learn the geography and history of the South, exploring its major land and water features as well as its climate, resources, economy, and settlement and population patterns.

## Materials and Resources

Ch 5 (p. 132-153)

## Academic Vocabulary

peninsula, interior, delta, adapt, producer, consumer, scarcity, opportunity cost, dam, export, boycott, civil rights

**Topic:** Land and Climate of the South

**Duration:** 1 Day(s)

## Topic Overview

The students will focus on the South's land and climate.

## Learning Targets

Land and Climate

Students will:

1. Name and describe the location of major land or water features of the South.
2. Contrast the coastal and interior areas of the South.
3. Identify the Mississippi delta and explain its importance.
4. Describe the climate of the South.
5. Explain how plants and animals have adapted to the environment of the South.

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**Topic:** Resources and Economy of the South

**Duration:** 1 Day(s)

## Topic Overview

The students will be introduced to basic economic concepts and discuss how people use the resources of the south.

## Learning Targets

Resources and Economy

Students will:

1. List three of the natural resources found in the South.
  2. Distinguish between a producer and a consumer.
  3. Describe the kinds of work people do in the South.
  4. Explain what causes scarcity.
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**Topic:** People of the South

**Duration:** 1 Day(s)

## Topic Overview

The students will learn about the South's people, past and present.

## Learning Targets

People of the South

Students will:

1. Name three crops that Native Americans and European settlers grew long ago.
  2. Explain why many European colonists came to the South.
  3. Describe the plantation system and explain its purpose.
  4. Discuss how the Civil War ended slavery.
  5. Discuss how African Americans in the South fought for equal rights.
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**Unit:** The West

**Duration:** 6 Day(s)

## Unit Overview

Students learn the geography and history of the West, exploring its major land and water features as well as its climate, resources, economy, and settlement and population patterns.

## Materials and Resources

Ch. 9 (244-267)

## Academic Vocabulary

geothermal, arid, irrigation, hydroelectric power, specialization, national park, mission, wagon trail, transcontinental, railroad

**Topic:** Land and Climate

**Duration:** 1 Day(s)

## Topic Overview

Students will focus on the geography of the West, including its major landforms, climate, plant and animal life.

## Learning Targets

Land and Climate

Students will:

1. Name and describe the location of major land or water features of the West.
  2. Discuss two ways mountains were formed in the West.
  3. Explain why climate in the West varies greatly.
  4. Name one western plant or animal and describe how it has adapted to its environment.
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**Topic:** Resources and Economy

**Duration:** 1 Day(s)

## Topic Overview

Students will examine the relationship between the various resources and the economy of the West.

## Learning Targets

Resources and Economy

Students will:

1. List three of the natural resources found in the West and describe how people use them.
2. Compare and contrast skilled and unskilled workers.
3. Define specialization.

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**Topic:** People of the West

**Duration:** 1 Day(s)

## Topic Overview

The students will describe the different groups that settled the West.

## Learning Targets

People of the West

Students will:

1. Compare and contrast the Pueblo and Tlingit Indians.
  2. Discuss why the Spanish built missions in the West.
  3. Identify three reasons and Americans and immigrants wanted to move to the West in the 1800s.
  4. Identify reason why settlers fought with Native Americans.
  5. Explain how the transcontinental railroad affected the West.
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**Unit:** Landforms

**Duration:** 4 Day(s)

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## Unit Overview

Students will demonstrate knowledge of various landforms of the United States.

## Materials and Resources

ingredients for clay, rubric, paper plates, paint and brushes

Ch. 1 (p. 6-19)

## Academic Vocabulary

mountain, plateau, delta, volcano, river, ocean, waterfall, peninsula, cave, cliff, valley, bay, basin, canyon, cape, coast, coastal plain, desert, fault, glacier, hill, island, plain, prairie, tributary, wetland

## Summative Assessment

Project with rubric

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**Topic:** Landforms

**Duration:** 4 Day(s)

## Topic Overview

Students will construct, label, and display models of landforms.

## Learning Targets

Characteristics of Landforms

Students will analyze various landforms found throughout the United States and identify each based on their characteristics.

Construct Landforms

Students will construct and label landforms based on the characteristics of each.

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**Unit:** Economics

**Duration:** 4 Day(s)

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## Unit Overview

Students will learn economic concepts.

## Materials and Resources

*Econ and Me* materials, Promethean lesson, BrainPop

## Academic Vocabulary

scarcity, services, goods, producer, consumer, opportunity cost, natural resources, capital resources, human resources, supply and demand, wants and needs, market economy, barter, money

## Summative Assessment

The store project with rubric, vocabulary test

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**Topic:** Review concepts

**Duration:** 2 Day(s)

## Topic Overview

Students will review key concepts: supply and demand, opportunity cost, scarcity, marketing, market economy, wants and needs.

## Learning Targets

Vocabulary

Students will identify and define economic-based vocabulary and apply in real-world scenarios.

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**Topic:** Application of Economics

**Duration:** 2 Day(s)

## Topic Overview

Students will apply economic concepts by marketing and producing goods in the Fourth Grade Store.

## Learning Targets

4th Grade Store

Students will collaborate to produce goods and services, market them throughout the school, and sell them at the 4th Grade Store.

Cost and Profit

Students will calculate their cost and profit attained at their "store" and self-evaluate what they would do the same or differently.