



## 4<sup>th</sup> Grade Social Studies

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# Hazelwood School District

## Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21<sup>st</sup> Century skills for success as global citizens.

## Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

## Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

## **Curriculum Overview**

Current State End of Course (EOC) assessment scores for social studies indicate a need for strengthening social studies instruction at all levels. While Hazelwood scores have risen since the 2011-2012 school year, in 2018 the state scores show 12.8% more students scoring proficient statewide than Hazelwood students (52.7% compared to 65.5 %).

The curriculum committee researched best practices in social studies education prior to writing the new curriculum; therefore, the new curriculum is designed to enhance the rigor of the social studies disciplines and to build critical thinking, problem solving, and participatory skills allowing students to become engaged citizens. The new curriculum is a melding of the new Missouri Learning Standards (adopted in May of 2016) and the College, Career, and Civic Life (C3) Framework for Social Studies Standards developed by the National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE). The College, Career, and Civic Life (C3) Framework is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to Standards for English Language Arts.

NCSS, 2010

In addition to the increased rigor and critical thinking skills of the C3 Framework, the curriculum is aligned to the 2016 Missouri Learning Standards. The curriculum meets all of the state and district requirements for research, technology, literacy, gender equality, English Learners, racial equality, and disability awareness. The curriculum contains required assessments and suggested learning activities. Teachers are encouraged to select activities reflecting the needs and abilities of their students.

COURSE TITLE: 4th Grade Social Studies

GRADE LEVEL: 4th Grade

CONTENT AREA: Social Studies

<b>Course Description</b>
<p>Theme: Our Nation (Up to 1799)</p> <p>In Grade 4, students engage in the study of events early in United States history ranging from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The survey of early American history requires that students generate and research compelling questions in each unit of study.</p> <p>(Missouri Department of Elementary and Secondary Education, <a href="https://dese.mo.gov/">https://dese.mo.gov/</a>)</p>
<b>Course Rationale</b>
<p>Social studies creates students who learn skills ranging from reading a map to framing an argument, and it teaches students to assess the validity of evidence, evaluate conflicting points of view and apply facts in order to make decisions and articulate compelling arguments. These real world skills enable students to become critical thinkers, independent learners, problem solvers, and effective communicators so that they will be able to acquire information, an understanding of cultural diversity, and the skills necessary to become full participants in our democratic society.</p>

<b>Course Scope and Sequence</b>			
<b>Unit 1:</b> Geography	<b>Unit 2:</b> Reasons for Conflict	<b>Unit 3:</b> Starting a New Government	<b>Unit 4:</b> Economics
40 class periods	40 class periods	40 class periods	40 class periods

<b>Course Materials and Resources</b>
<ul style="list-style-type: none"><li>• Pearson, <i>MyWorld Interactive Social Studies</i>, 5a, © 2019</li><li>• Brady, C. &amp; Roden, P.(2019). <i>Elementary Mini Qs</i>. Evanston, IL: The DBQ Project.</li></ul>

## Unit Objectives

### Unit 1:

Students will be able to:

1. Construct and interpret historical and current maps
2. Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
3. Identify, compare and contrast physical characteristics of specific regions within the nation.
4. Analyze the different regions in the United States and analyze how their characteristics affect people who live there.
5. Describe and analyze the migrations of Native Americans prior to 1800.
6. Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.
7. Analyze how changes in communication and transportation technologies affect people's lives.
8. Create constructive processes or methods for resolving conflicts.
9. Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.
10. Compare and contrast cultural characteristics across historical time periods in U.S. history prior to c.1800.
11. Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.
12. Examine roles among Native Americans, immigrants, African Americans, women and others from early migrations to c. 1800.
13. Analyze and use artifacts to share information on social studies' topics.
14. Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800.

### Unit 2:

Students will be able to:

1. Compare and contrast diverse human geographic characteristics of the nation.
2. Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
3. Use geography to interpret and analyze the past and predict future consequences as appropriate to topics or eras discussed.
4. Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies by interpreting primary sources.
5. Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. History from early settlement to c. 1800.
6. Distinguish between fact and opinion and recognize bias and point of view in social studies topics.
7. Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change in both past and present.
8. Examine the character traits and civic attitudes of historically significant individuals in American History prior c. 1800.
9. Analyze visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.
10. With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.
11. Explain the factors that contributed to the colonists' success by analyzing primary sources.
12. Examine the causes and consequences of westward expansion prior to 1800.
13. Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.

14. Analyze and explain the preservation of cultural life, celebrations, traditions and commemorations over time.
15. Research and explain stories and songs that reflect the cultural history of the early United States prior to 1800.
16. Recognize, research and explain the significance of national symbols associated with historical events and time periods being studied.

**Unit 3:**

Students will be able to:

1. Explain and examine how the purpose and roles of government were debated c. early settlements to 1800.
2. Explain the major purposes of the U.S. Constitution.
3. Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.
4. With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty
5. Examine and explain the major purpose of the Bill of Rights.
6. Identify important principles in the Bill of Rights.
7. Examine and describe the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.
8. Identify and explain the functions of the three branches of government in the federal government.
9. Interpret how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
10. Select and analyze primary and secondary social studies sources with guidance and support.
11. With assistance, create and present social studies research to an audience using appropriate sources.
12. Generate compelling research questions about a social studies topic.
13. Identify and use appropriate resources for investigating a compelling social studies question.
14. Apply a research process to a compelling social studies question.
15. Research an appropriate social studies question and share results with an audience.

**Unit 4:**

Students will be able to:

1. Compare and contrast saving and financial investment.
2. Explain and describe the relationship between profit and loss in economic decisions.
3. Distinguish among natural, capital and human resources.
4. Conduct a public cost- benefit analysis.
5. Explain how the government utilizes taxes to provide goods and services.
6. Explain and analyze factors, past and present that influence changes in state and regional economies.

## Essential Terminology/Vocabulary

### Unit 1:

Artifact, claim, climate, coastal lowlands, communication, conflict, culture, delta, desert, economy, elevation map, explorer, hunter-gatherers, interactions, land bridge, landforms, Middle Passage, migration, mountains, nomadic, overpopulation, physical characteristics, physical map, plains, plateau, political map, population density map, rainfall map, region, resources, river valley, roles, routes, settlements, Solutions, technology, time zone map, topography, transportation, Triangular Trade

### Unit 2:

Assembly, boycott, cash crop, commerce, Continental Army covenant, demand, deserted, dissension, encomienda, environment, Minute Men, missionary, proprietor, Quaker, quartered, scarlet fever Representatives, symbol, Tenacity, Treaty, Tyrant, Valley Forge

### Unit 3:

Amendment, Articles of Confederation, Bill of Rights, checks and balances, Congress, Constitution, Constitutional Convention, Declaration of Independence, democracy, executive, Founding Fathers, government, Great Compromise, House of Representatives, judicial, laws, legislative, limited government, majority rules, minority rights, monarchy, New Jersey Plan, popular sovereignty, president, Preamble, primary source, research, rule of law, Senate, secondary source, separation of powers, Supreme Court, Three-Fifths Compromise, Virginia Plan

### Unit 4:

Advertising, benefit, capital resources, consequences, cost, cost/benefit analysis, choice, customer, economy, entrepreneur, expense, financial investment, goods, human resources, Income tax, loss, natural resources, opportunity cost, profit, property tax, resource, revenue, sales tax, saving, services, specialized economies, tax, tax levy