

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: **Social Studies**

Course Length: Full Year

Grade: **4th**

Date Last Approved: June 2015

Stage 1: Desired Results

Course Description and Purpose:

In 4th grade, students will develop their understanding of basic concepts of civics, economics, geography, and history. Students will explore the concepts of cultural diversity, branches of government, democracy, and patriotism. Through this exploration, students will interpret maps; identify resources and their supply/demand within a region. History is examined through the understanding of our democratic society and the patriotism we share as a nation.

Enduring Understanding(s):

1. Interpret a map and use it to find information.
2. Identify the location of states and regions in the United States.
3. Determine the economic resources each region provides.
4. Understand the concept of why people relocate to different countries and regions.
5. Evaluate the importance of a democracy within a group, society, and/or culture.
6. Understand the shared power between the three branches of government.
7. Identify patriotic symbols and develop a sense of patriotism.
8. Understand how cultures, societies, and economies change due to adversity.

Essential Question(s):

1. How can a map be used to locate information?
2. What are the major regions in the U.S. and what are the economic resources each provides?
3. Why is a democracy important within a group, society, or culture?
4. What are the three branches of U.S. government and how do they share powers?
5. How do we show our patriotism?
6. How do cultures, societies, and economies change under diversity?

Learning Targets:

2. Students can evaluate geography to draw conclusions about the world around them. (Reasoning)
3. Students can evaluate economic policies and principle. (Reasoning)
4. Students can evaluate significant events within the course of history. (Skills/Reasoning)
6. Students can analyze government and the role it plays in everyday life. (Skills/Reasoning)

Stage 2: Learning Plan

I. Economics

- A. Import/Export Concepts
- B. Supply and Demand Concepts
- C. Monetary Systems

Standards: C3 Civ.1

Learning Targets Addressed:

Target 3

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • Use nonfiction text and social studies book for students to gain knowledge of subject.

Formative	skill	<ul style="list-style-type: none"> • Cause and Effect of Supply and Demand • Compare and contrast monetary systems
Summative	reasoning	<ul style="list-style-type: none"> • Draw conclusions about supply and demand and evaluate impacts of products in regions

II. Geography

- A. Regions of the US
- B. Human movement
- C. U.S. Map Skills
- D. States

Standards:

C3 Eco 1-9, Geo.2, 4-12

Learning Targets Addressed:

Target 2

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • Use nonfiction text and social studies book for students to gain knowledge of subject.
Formative	skill	<ul style="list-style-type: none"> • Use latitude and longitude to find a location • Use a map and atlas to draw conclusions about regions and human movement
Summative	reasoning	<ul style="list-style-type: none"> • Students draw conclusions about the geography of specific regions. • Organizes, plans, and produces a state float representative of history, culture, landforms, and resources.

III. History

- A. Immigration
- B. Westward Movement
- C. Underground Railroad
- D. Statehoods

Standards:

C3 His. 5,6 9-13

Learning Targets Addressed:

Target 4

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • Use nonfiction text and social studies book for students to gain knowledge of subject.
Formative	skill	<ul style="list-style-type: none"> • Understand why people immigrated to the United S • Describe reasons for the westward movement • Describe the concept of the Underground Railroad

	Summative	reasoning	<ul style="list-style-type: none"> Evaluate the significance of Immigration, Western Movement, and the Underground Railroad and assess the importance of our nation's growth and development
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IV. Civics
 A. Ethnic Contributions
 B. Wisconsin Government
 C. The Legislative Process
 a. Laws
 b. Bills

Standards:
 C3 Civ. 1

Learning Targets Addressed:
 Target 6

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> Use nonfiction text and social studies book for students to gain knowledge of subject.
Formative	skill	<ul style="list-style-type: none"> Describe the branches of Wisconsin government Describe the Roles and responsibilities of the Governor
Summative	reasoning	<ul style="list-style-type: none"> Organize and plan a debate centered around the introduction of a Bill