
Fourth Grade Social Studies

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Fourth Grade Social Studies

Prerequisite:

- Successful completion of third grade

Course Description:

The Fourth Grade Social Studies curriculum is designed to address state and national social studies standards. The curriculum prepares students to matriculate to the Fifth grade and for future study across the four stands of social studies. Students will explore their relationship to culture and their community. Students will also develop the base knowledge of history, geography, economics, and other areas of the social sciences in preparation for advanced study at the secondary level.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: Fourth Grade Social Studies	Grade Level: 4	Date Completed: 4/8/2019
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1st Quarter

Topic	Resources	Standards
The Land of Pennsylvania	<i>Social Studies: Pennsylvania</i>	7.1.4 A, 7.1.4.B, 7.2.4.A, 7.2.4.B, 7.3.4.A, 7.4.4.A, 7.4.4.B

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2nd Quarter

Topic	Resources	Standards
Pennsylvania Long Ago	<i>Social Studies: Pennsylvania</i>	8.1.4.A, 8.1.4.B 8.2.4 A through D

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3rd Quarter

Topic	Resources	Standards
Divided Country, Changing Lives	<i>Social Studies: Pennsylvania</i>	8.2.4.A, 8.2.4.B 8.3.4.A though D

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4th Quarter

Topic	Resources	Standards
Into the Twenty-First Century	<i>Social Studies: Pennsylvania</i>	5.1.4 A through F 5.2.4.A through D 5.3.4.C through G 6.1.4.A, 6.1.4.B

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
The Land of Pennsylvania	<p>Pennsylvania has a variety of landforms and waterways</p> <p>Pennsylvania has many valuable natural resources that must be used wisely</p> <p>Pennsylvania has a temperate climate and a great variety of plant and animal life.</p> <p>The Atlantic Coastal Plain is a lowland area with cities and industries.</p> <p>Shipbuilding has been an important industry in Philadelphia's history.</p> <p>The Ridge and Valley region has rich farmland and large coal deposits.</p> <p>Glaciers helped shape the landscape of Pennsylvania and much of the rest of the world.</p> <p>Vocabulary: Continent Hemisphere Keystone Landform Gorge Tributary</p>	<p><i>Social Studies: Pennsylvania</i></p> <p>Student Workbooks</p> <p>www.sheppardssoftware.com. (Internet resource)</p> <p>Discovery Education (internet resource)</p> <p>Teachers pay teachers</p> <p>Teacher generated worksheets</p> <p>Scholastic Readers /Scholastic.com</p> <p>Activity Assessments</p> <p>Supplemental readings: Rossi, Ann <i>Earth and Water, High and Low</i> <i>The Shape of Our Land</i> <i>Landforms and Waterways</i></p>	<p>Teachers observations</p> <p>Question and answer</p> <p>Socratic methods of exploration</p> <p>Written Response</p>	Ongoing, Quarter 1

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	Natural resource Renewable resource Nonrenewable resource Pollution Climate Precipitation Elevation Vegetation Habitat Region Transportation Suburb Plateau Canal Ridge Erosion Mineral Evaporate Landmark Port Peninsula			
PA Academic Standards: Geography 7.1. Basic Geographic Literacy 7.1.4.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.4.B Describe and locate places and regions as defined by physical and human features 7.2 Physical Characteristics of Places and Regions 7.2.4.A Identify the physical characteristics of places and regions 7.2.4.B Identify the basic physical processes that affect the physical characteristics of places and regions 7.3. Human Characteristics of Places and Regions 7.3.4.A Identify the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> • Population 				

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- Culture
- Settlement
- Economic activities
- Political activities

7.4. Interactions Between People and the Environment

7.4.4.A identify the effect of the physical systems on people within a community

7.4.4.B. identify the effect of people on the physical systems within a community

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Pennsylvania Long Ago	<p>Millions of years ago, the land we now call Pennsylvania was very different from the place we know today.</p> <p>Understand the roles of key individuals in the early settlement of Pennsylvania.</p> <p>Native Americans settled in the region we now call Pennsylvania for its abundant hunting and fertile farmland.</p> <p>A table is used to compare and contrast information in a clear and orderly way.</p> <p>In the early 1600s, European explorers first visited the land we call Pennsylvania.</p> <p>Primary and secondary sources give you different kinds of information to use for different purposes.</p> <p>New Sweden was the first European settlement in what is now Pennsylvania.</p> <p>Vocabulary: Fossil Paleontologist Artifact Archaeologist Nomad Agriculture</p>	<p><i>Social Studies: Pennsylvania</i></p> <p>Student Workbooks</p> <p>www.sheppardsoftware.com. (Internet resource)</p> <p>Discovery Education (internet resource)</p> <p>Teachers pay teachers</p> <p>Teacher generated worksheets</p> <p>Scholastic Readers /Scholastic.com</p> <p>Activity Assessments</p> <p>Supplemental readings: Sigue, Stephanie <i>Early Americans</i> <i>The Chumash People of California</i> <i>Life Among the Chumash</i></p>	<p>Teachers observations</p> <p>Question and answer</p> <p>Socratic methods of exploration</p> <p>Written Response</p>	Ongoing, Quarter 2

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	Observation Journal Goods Prosper Cooperate Immunity			
<p>PA Academic Standards: History</p> <p>8.1. Historical Analysis and Skills Development</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events</p> <p>8.2. Pennsylvania History</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania</p> <p>8.2.4.B. locate historical documents, artifacts, and places critical to Pennsylvania history</p> <p>8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.4.D. Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania:</p> <ul style="list-style-type: none"> • Ethnicity and race • Working • Conditions • Immigration • Military conflict • Economic • Stability 				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Divided Country, Changing Lives	<p>Conflict over slavery led to the beginning of the Civil War.</p> <p>Union victories led to the end of the Civil War.</p> <p>A time line is a useful tool for organizing historic events.</p> <p>Union victories in Pennsylvania and Mississippi were a turning point in the Civil War.</p> <p>Using visuals such as photographs and artifacts helps us understand historical events.</p> <p>After the Civil War, Pennsylvania led the nation in industrial development and industry reforms.</p> <p>Pennsylvania's economy faced challenges and achieved victories during the early 1900s.</p> <p>Political cartoon can teach and influence people about current events.</p> <p>Vocabulary: Fugitives Abolitionist Secede</p>	<p><i>Social Studies: Pennsylvania</i></p> <p>Student Workbooks</p> <p>www.sheppardssoftware.com. (Internet resource)</p> <p>Discovery Education (internet resource)</p> <p>Teachers pay teachers</p> <p>Teacher generated worksheets</p> <p>Scholastic Readers /Scholastic.com</p> <p>Activity Assessments</p> <p>Supplemental readings Oatman, Eric <i>Inventions and Change</i> <i>Good Idea! How Inventions Shape our Lives</i> <i>The World of Inventions</i></p>	<p>Teachers observations</p> <p>Question and answer</p> <p>Socratic methods of exploration</p> <p>Written Response</p>	Ongoing, Quarter 3

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	Emancipate Enlist Raid Suffrage Segregation Discrimination Immigration Entrepreneur Strike Reform Stock Depression Infamy Turnpike			
<p>PA Academic Standards: History</p> <p>8.2 Pennsylvania History</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural and economic groups from Pennsylvania.</p> <p>8.3. United States History</p> <p>8.3.4.A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.</p> <p>8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.4.D. Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict 				

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- Economic stability

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Into the Twenty-first Century	<p>After World War II, people in Pennsylvania worked to form a strong and healthy state.</p> <p>Pennsylvania's agriculture and tourism industries lead the state's economy.</p> <p>Identify the contributions of important individuals to twenty-first century Pennsylvania.</p> <p>Summarize ways in which Pennsylvania changed after World War II</p> <p>A newspaper gives information about what is happening in the community and around the world.</p> <p>Many people work hard to make Pennsylvania's government work smoothly for its citizens.</p> <p>By practicing their rights and responsibilities, citizens can make a difference.</p> <p>Students in the Kids Around Town program are making a difference in Pennsylvania.</p> <p>A map scale helps you estimate distances, and an inset map helps you see one area of a map in greater detail.</p>	<p><i>Social Studies: Pennsylvania</i></p> <p>Student Workbooks</p> <p>www.sheppardssoftware.com. (Internet resource)</p> <p>Discovery Education (internet resource)</p> <p>Teachers pay teachers</p> <p>Teacher generated worksheets</p> <p>Scholastic Readers /Scholastic.com</p> <p>Activity Assessments</p> <p>Supplemental readings: West, Patricia <i>Our Economy</i> <i>The Economy and How it Works</i> <i>The American Economy</i></p>	<p>Teachers observations</p> <p>Question and answer</p> <p>Socratic methods of exploration</p> <p>Written Response</p>	Ongoing, Quarter 4

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	<p>The American flag is an important part of our history and our daily lives.</p> <p>Vocabulary: Pollute Tourism News article Feature article Editorial Commonwealth Republic Law Revenue Vote Right Responsibility Scale Inset map</p>			
<p>PA Academic Standards: Civics and Government</p> <p>5.1. Principles and Documents of Government</p> <p>5.1.4.A. Examine school rules and consequences.</p> <p>5.1.4.B. Explain rules and laws for the classroom, school, community, and state</p> <p>5.1.4.C. Explain the principles and ideals shaping local and state government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.4.D Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution 				

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5.1.4.F. Identify state symbols, national symbols, and national holidays.

5.2. Rights and Responsibilities of Citizenship

5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.

5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.

5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.

5.2.4.D. Describe how citizens participate in school and community activities.

5.3. How Government Works

5.3.4.C. Identify the services performed by local and state governments.

5.3.4.D. Identify positions of authority at the local and state, and national level.

5.3.4.E. Explain the voting process.

5.3.4.F. Explain how different perspectives can lead to conflict.

5.3.4.G. Identify individual interests and explain ways to influence others.

PA Academic Standards: Economics

6.1. Scarcity and Choice

6.1.4.A. Identify scarcity of resources in a local community.

6.1.4.B. Recognize the difference between basic needs and wants.

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
The Land of Pennsylvania	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Small group reteach • One-on-One Instruction • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • Moby Max • Adapted Notes • Alternative Grading 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: Ongoing, Chapter 1, or as specified in the curriculum with additional time as needed per individual student.</p>

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Pennsylvania Long Ago	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Small group reteach • One-on- One Instruction • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • Moby Max • Adapted Notes • Alternative Grading 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: Ongoing, Chapter 2, as specified in the curriculum with additional time as needed per individual student.</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Divided Country, Changing Lives</p>	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Small group reteach • One-on- One Instruction • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • Moby Max • Adapted Notes • Alternative Grading 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: Ongoing, Chapter 3, as specified in the curriculum with additional time as needed per individual student.</p>

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Into the Twenty-first Century	<ul style="list-style-type: none"> • Preferential Seating • Use of Computer (When Available) • Interactive Online Videos • Visual Aids • Anchor Charts • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined • Extra time to complete assignments • Additional textbook sent home • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Guided Reading Strip • Larger Font • Small group reteach • One-on- One Instruction • Graphic Organizer • Copy of notes provided • Audio recordings of text • Mark texts with highlighter • Extended Wait time after asking a question • Moby Max • Adapted Notes • Alternative Grading 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Modified Assessments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined <p>Suggested Time: Ongoing, Chapter 4, as specified in the curriculum with additional time as needed per individual student.</p>