

Tunkhannock Area School District
Grade 4_Social Studies
Curriculum Map

United States Political and Physical Features

Targeted Standard(s): Common Core

- 5.1.4 A. Principals and Documents of Government: Examine school rules and consequences.
- 5.1.4 B. Principals and Documents of Government: Explain rules and laws for classroom, school, community and state.
- 5.1.4 D. Principals and Documents of Government: Identify key ideas about government found in significant documents-U.S. Constitution
- 7.1.4 A Basic Geographic Literacy: 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.
- 7.2.4 B Physical Characteristic of Places and Regions: Identify the basic physical processes that affect the physical characteristics of places and regions.
- 8.3.4. B United States History: Locate historical documents, artifacts and places critical to US history.

Targeted Standard(s): Common Core Standards:

- CC.8.5: Reading Informational Test: Students read, understand, and respond to informational test - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
- CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CC.8.5.6-8.C: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
- CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.
- CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.

Enduring Understandings:

- Identify political and physical features as they relate to the understanding of government and geographical characteristics of the United States.

Essential Questions:

- How do geography and climate influence change over time?

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- How do I use geographical tools to organize and interpret information?
- How are places and regions defined by physical and human features?
- How do physical systems affect people in a community?
- What are the physical characteristics of places and regions?
- What physical processes formed the different parts of the United States? How have natural forces shaped out state’s land and water features?
- How does the federal government processes help keep things fair for the people?
- What are some of the jobs that Americans can have in their government?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • General geographical and physical characteristics of the United States which would include climate, geographical tools, physical and human features, attributes of physical systems, characteristics, and processes of places and regions. 	<ul style="list-style-type: none"> • Recognize geography and climate influence change over time. • Use geographical tools to organize and interpret information. • Identify places and regions defined by physical and human features. • Understand effects of physical systems on people in a community. • Identify physical characteristics of places and regions. • Understand physical processes that affect the physical characteristics of places and regions. 	<ul style="list-style-type: none"> • John Collins writing strategies will be implemented and used throughout the curriculum. • Throughout most units of the Science Fusion textbook series (Houghton Mifflin Harcourt) there are SS connections that are differentiated by skill level: easy, average, and challenging levels. • Interdisciplinary Connections • Extension of Houghton Mifflin ELA series • http://hmhinthenews.com/ 	<ul style="list-style-type: none"> • Vocabulary Quizzes • Chapter Test • Hands on projects • Participation • Observation • Homework

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	<ul style="list-style-type: none"> • Understand the functions and responsibilities of the legislative, executive, and judicial branches of the federal government. • Understand the system of checks and balances in the three branches of the federal government. • Identify and understand the differences between the national, state, and local levels of government. • Identify the process of how a bill becomes a law. 	<ul style="list-style-type: none"> • *includes World, USA, Communities, Societal Connections • www.readingA-Z.com • various leveled readers to correlate with specific topics 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Text book • Resource books • Computer/Internet • Discovery Video Streaming • Tests and Quizzes/student

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The Five Regions of the United States

Targeted Standard(s): Common Core

- 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 region
- 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: Population, 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. Interactions Between People and the Environment
- 7.4.4.B. Identify the effect of people on the physical systems within a community.

Targeted Standard(s): Common Core Standards:

- CC.8.5: Reading Informational Text: Students read, understand, and respond to informational test - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
- CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
- CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CC.8.5.6-8.C: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
- CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.
- CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.
- CC.7.2 Physical Characteristics of Places and Regions
- 7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

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<ul style="list-style-type: none"> • 7.1.5.B: Describe and locate places and regions as defined by physical and human features. • CC.7.3 Human Characteristics of Places and Regions • 7.2.5.A: Describe the characteristics of places and regions. • 7.2.5.B: Identify the basic physical processes that affect the physical characteristics of places and regions. • CC.7.4 Interactions Between People and Environment • 7.4.5.A: Describe and explain the effects of the physical systems on people within regions. • 7.4.5.B: Identify the effect of people on the physical systems within a community.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Identify characteristics of the five regions: Northeast, Southeast, Midwest, West and Southwest. • Mastery of the 50 states and capitals.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What differentiates the five regions of the United States and what are the historical impacts? • What impact do these five regions have and how are they interconnected?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • The five regions of the United States and their distinctive characteristics. • The effects of the physical systems and their impact on society. 	<ul style="list-style-type: none"> • Identify the five physical regions of the United States. • Describe each region by their physical characteristics. • Explain how physical systems affect people. • Describe what impact the five regions have on our economy. 	<ul style="list-style-type: none"> • John Collins writing strategies will be implemented and used throughout the curriculum. • Throughout most units of the Science Fusion textbook series (Houghton Mifflin Harcourt) there are SS connections that are 	<ul style="list-style-type: none"> • Vocabulary Quizzes • Chapter Test • Hands on projects • Participation • Observation • Homework

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		<p>differentiated by skill level: easy, average, and challenging levels.</p> <ul style="list-style-type: none"> • Extension of HM ELA series • http://hmhinthenews.com/ • *includes World, USA, Communities, Societal Connections • www.readingA-Z.com • * various leveled readers to correlate with specific 	
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Text book • Resource books (including Science Fusion and Journeys Reading Series) • Computer/Internet • Discovery Video Streaming • Tests and Quizzes/student

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Natural Resources of the United States

Targeted Standard(s): Common Core

- 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 region
- 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: Population, 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. Interactions Between People and the Environment
- 7.4.4.B. Identify the effect of people on the physical systems within a community.

Targeted Standard(s): Common Core Standards:

- CC.8.5: Reading Informational Text: Students read, understand, and respond to informational test - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
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- CC.8.5.6-8.C: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
- CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E: Describe how a text presents information (e.g., sequentially, comparatively, causally).
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- CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.
- CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.
- CC.7.2 Physical Characteristics of Places and Regions
- 7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

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<ul style="list-style-type: none"> • 7.1.5.B: Describe and locate places and regions as defined by physical and human features. • CC.7.3 Human Characteristics of Places and Regions • 7.2.5.A: Describe the characteristics of places and regions. • 7.2.5.B: Identify the basic physical processes that affect the physical characteristics of places and regions. • CC.7.4 Interactions Between People and Environment • 7.4.5.A: Describe and explain the effects of the physical systems on people within regions. • 7.4.5.B: Identify the effect of people on the physical systems within a community.
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • United States natural resources influence the economy.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are our country’s natural resources? • What natural resources can be found on and under our land? • How do our human resources influence our country’s economy? • How do we keep our environment healthy?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed
<ul style="list-style-type: none"> • Natural resources of the United States and their economic influence and benefit. • Economic and environmental impacts of the natural resources in the United States. 	<ul style="list-style-type: none"> • Develop an awareness of the natural resources found in our country. • Understand how our country’s natural resources benefit the people in our country. • Identify what products/crops can be derived from various natural resources. 	<ul style="list-style-type: none"> • Unit 4, Lesson 4 of Science Fusion textbook series • encompasses most essential questions for this topic. • John Collins writing strategies will be implemented and used throughout the curriculum. 	<ul style="list-style-type: none"> • Vocabulary Quizzes • Chapter Test • Hands on projects • Participation • Observation • Homework

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	<ul style="list-style-type: none"> • Have a knowledge of which resources cannot be replaced and which resources can be replaced over a certain amount of time. • Recognize the relationship between goods produced and the natural resources from which they are derived. • Understand the key idea behind that definition of an economy . • Interpret how human resources influence our country's economy. • Identify ways in which we can keep our environment healthy. 	<ul style="list-style-type: none"> • Throughout most units of the Science Fusion textbook series (Houghton Mifflin Harcourt) there are SS connections that are differentiated by skill level: easy, average, and challenging levels. • Extension of HM ELA series • http://hminthenews.com/ • *includes World, USA, Communities, Societal Connections • www.readingA-Z.com • * various leveled readers to correlate with specific topics 	
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Materials/Resources/Technology
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The First People of the United States

Targeted Standard(s): Common Core

- 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 region
- 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: Population, 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.
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- CC.7.2 Physical Characteristics of Places and Regions
- 7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

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- 7.1.5.B: Describe and locate places and regions as defined by physical and human features.
- CC.7.3 Human Characteristics of Places and Regions
- 7.2.5.A: Describe the characteristics of places and regions.
- 7.2.5.B: Identify the basic physical processes that affect the physical characteristics of places and regions.
- CC.7.4 Interactions Between People and Environment
- 7.4.5.A: Describe and explain the effects of the physical systems on people within regions.
- 7.4.5.B: Identify the effect of people on the physical systems within a community.

Enduring Understandings:

- The US society has been built on the common characteristics of various cultures ranging from Native Americans to immigrants and those seeking citizenship.
- The documentation of establishing a democratic government within the union of states.

Essential Questions:

- What are the common characteristics of the various tribes of the Native Americans?
- How do I locate historical documents, artifacts, and places in US history?
- How does history help us make sense of our world?
- How did America become populated?
- How does interpreting use of artifacts help understand how Native Americans lived? How does this information help compare/contrast the different tribes?
- How were the Native American tribes organized?
- How does studying documents and artifacts help us understand the daily life of Native Americans? How did they live?
- Which other countries influenced immigration? How did immigration influence our current society? What contributions have they made to our country?
- Where did European countries begin settlements? What conflicts arose between these countries?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities/Strategies Learning Activities/Differentiation Interdisciplinary Connections	Assessment How Learning Will Be Assessed

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<ul style="list-style-type: none"> • The formation of the United States as a unified government. • Immigration and how it has influenced American society. • Historical US documents and landmarks. • Cultural contributions which resulted from various immigrant groups creating the “melting pot”. 	<ul style="list-style-type: none"> • Recognize the common characteristics of cultural groups throughout the United States. • Be familiar with historical documents, artifacts, and places in US history. • Understand chronological thinking and distinguish between past, present, and future. • Develop an understanding of historical sources (e.g. maps, graphs, tables). • Understand fundamentals of historical interpretation (fact vs. opinion, cause and effect, comparing and contrasting). • Understand the political and cultural contributions of individuals and groups to US history. • Identify and describe how continuity and change have influenced US history. (e.g. Religion, industry, settlement, transportation systems, belief systems). 	<ul style="list-style-type: none"> • John Collins writing strategies will be implemented and used throughout the curriculum. • Throughout most units of the Science Fusion textbook series (Houghton Mifflin Harcourt) there are SS connections that are differentiated by skill level: easy, average, and challenging levels. • Extension of HM ELA series • http://hmhinthenews.com/ • *includes World, USA, Communities, Societal Connections • www.readingA-Z.com • various leveled readers to correlate with specific topics 	<ul style="list-style-type: none"> • Vocabulary Quizzes • Chapter Test • Hands on projects • Participation • Observation • Homework
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Materials/Resources/Technology
<ul style="list-style-type: none"> • Text book • Resource books (including Science Fusion and Journeys Reading Series) • Computer/Internet • Discovery Video Streaming • Tests and Quizzes/student