

**CARLISLE AREA SCHOOL DISTRICT**

**Carlisle, PA 17013**

**SOCIAL STUDIES**

**GRADE 4**

Date of Board Approval: June 21, 2018

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	Social Studies	<b>SUBJECT:</b>	Social Studies	<b>GRADE LEVEL:</b>	4
<b>COURSE LENGTH:</b>	Year	<b>DURATION:</b>	30 minutes	<b>FREQUENCY:</b>	90 days
<b>PREREQUISITES:</b>	N/A	<b>CREDIT:</b>	N/A	<b>LEVEL:</b>	N/A

**Course Description/Objectives:**

Elementary social studies curriculum provides all students instruction in the four PA Academic Standards areas to include: Civics and Government, Economics, History and Geography. In Grade 4, civics and government is integrated into the study of history from European exploration, to early settlements in North America, to the 13 Colonies and the French and Indian War. The study of economics focuses on supply and demand to consumer choices, and taxation and government services.

**Curriculum Writing Committee:**

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## COURSE TIMELINE

<b>Unit 1: Geography: Maps</b> <ul style="list-style-type: none"><li>• Latitude and Longitude</li><li>• Map Scale</li></ul>	4 days
<b>Unit 2: Geography: Five Themes</b> <ul style="list-style-type: none"><li>• Location, place, region, movement, human-environment interaction</li></ul>	2 days
<b>Unit 3: Economics: Supply and Demand</b> <ul style="list-style-type: none"><li>• Consumer choices</li></ul>	2 days
<b>Unit 4: Economics: Taxation</b> <ul style="list-style-type: none"><li>• Taxes and government services</li></ul>	3 days
<b>Unit 5: History: European Exploration</b> <ul style="list-style-type: none"><li>• Reasons for exploration</li><li>• Technology</li><li>• Places explored</li></ul>	10 days
<b>Unit 6: History: Early Settlements on North America</b> <ul style="list-style-type: none"><li>• Roanoke Colony</li><li>• Jamestown Colony</li><li>• Plymouth Colony</li></ul>	10 days
<b>Unit 7: History: 13 Colonies</b> <ul style="list-style-type: none"><li>• New England Colonies</li><li>• Middle Colonies</li><li>• Southern Colonies</li></ul>	15 days

**Unit 8: History: French and Indian War**

5 days

- Causes and Effects

**Unit 9: History: Road to Revolution**

31 days

- Intolerable Acts
- Loyalists/Patriots
- Boston Massacre
- Boston Tea Party
- First and Second Continental Congress
- Declaration of Independence

**Unit 10: Civics and Government: Civic Participation**

5 days

- Voting
- Rights and Responsibilities of Citizens

**Unit 11: Civics and Government: Bill to Law**

3 days

- Bill Becomes Law

**TOTAL** 90 days

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	4 days
<b>UNIT #1:</b>	Geography: Map Skills	<b>GRADE:</b>	4

## STANDARDS:

### PA Academic Standards for Geography

- 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.
- 7.2.4.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.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	4 days
<b>UNIT #1:</b>	Geography: Maps	<b>GRADE:</b>	4

## UNDERSTANDINGS

Geographic tools help us to understand our world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Latitude and longitude lines on a map or globe are used to locate places.
- Maps and globes use a scale as a representation of distance.

### DO

- Locate places on a map using lines of latitude and longitude.
- Use a map's scale to measure the distance between two places.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	2 days
<b>UNIT #2:</b>	Geography: Five Themes	<b>GRADE:</b>	4

## PA ACADEMIC STANDARDS

No Applicable Standard

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	2 days
<b>UNIT #2:</b>	Geography: Five Themes of Geography	<b>GRADE:</b>	4

## UNDERSTANDINGS

Studying geography helps us to understand that daily life is different in different parts of the world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The five themes of geography help us to study the earth, its land, and its people.

### DO

- Define the five themes of geography: location, place, region, movement, human-environment interaction.



# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	2 days
<b>UNIT #3:</b>	Economics: Supply and Demand	<b>GRADE:</b>	4

## PA ACADEMIC STANDARDS

6.2.4.G

- Explain the three basic questions all economic systems must answer: what to produce; how to produce it; for whom is it produced?

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	2 days
<b>UNIT #3:</b>	Economics: Supply and Demand	<b>GRADE:</b>	4

## UNDERSTANDINGS

Individuals' wants and needs influence their economic choices. Supply and demand drive the economy.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Supply and demand is based on consumer choices.

### DO

- Assess the cause and effect of consumer choices on supply and demand.

## KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	3 days
<b>UNIT #4:</b>	Economics: Taxation	<b>GRADE:</b>	4

### STANDARDS:

#### PA Academic Standards for Economics

- 6.3.3.C
  - Define tax and explain the relationship between taxation and government services.
- 6.3.4.C
  - Explore ways in which tax revenues are used in local community.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	3 days
<b>UNIT #4:</b>	Economics: Taxation	<b>GRADE:</b>	4

## UNDERSTANDINGS

The government collects taxes from citizens in order to provide goods and services to the public.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Taxes are funds that citizens are required to pay to the government.
- The government collects taxes to fund its functions and provide public services.

### DO

- Define taxes.
- Evaluate the importance of collecting taxes to fund government functions and provide public services.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	10 days
<b>UNIT #5:</b>	History: European Exploration	<b>GRADE:</b>	4

## PA ACADEMIC STANDARDS

- 8.4.4.D      • Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.
- 8.4.4.C      • Explain how continuity and change in world history have influenced personal development and identity.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	10 days
<b>UNIT #5:</b>	History: European Exploration	<b>GRADE:</b>	4

## UNDERSTANDINGS

Explorers from Europe arrived in the Americas while searching for a sea route to Asia.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- European explorers began the process of colonizing North America in order to increase trade options.
- Advancing technology allowed European explorers to travel further than ever before.
- Various explorers took different routes to attempt to reach Asia, landing instead on North America.

### DO

- Summarize the causes and effects of trans-Atlantic exploration by early European explorers, i.e. Columbus, de Leon, Cortez, etc.
- Cite evidence showing how advancing technology allowed European explorers to travel across the Atlantic Ocean.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	10 days
<b>UNIT #6:</b>	History: Early Settlements on North America	<b>GRADE:</b>	4

## PA ACADEMIC STANDARDS

- 8.4.4.C      • Explain how continuity and change in world history have influenced personal development and identity.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	10 days
<b>UNIT #6:</b>	History: Early Settlements on North America	<b>GRADE:</b>	4

## UNDERSTANDINGS

Europeans began colonies on North America for economic and political and religious reasons.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Sir Walter Raleigh, with the permission of Queen Elizabeth I, began the first English colony on North America.
- The colony was set up to initiate trade in North America for England, but it failed and the settlers disappeared.
- King James I allowed the Virginia Company to set up a trading colony in Virginia.
- Jamestown was the first permanent English settlement in the New World.

### DO

- Summarize the contribution of Sir Walter Raleigh to the development of the New World.
- Hypothesize why the settlement failed and where the settlers went.
- Compare and contrast Roanoke and Jamestown with regard to why they started and what they accomplished.



# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	15 days
<b>UNIT #7:</b>	History: 13 Colonies	<b>GRADE:</b>	4

## STANDARDS:

### PA Academic Standards for History

- 7.3.4.A
  - Identify the human characteristics of places and regions.
- 8.3.4.A
  - Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
- 6.4.4.A
  - List and explain factors that promote specialization and division of labor.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	15 days
<b>UNIT #7:</b>	History: 13 Colonies	<b>GRADE:</b>	4

## UNDERSTANDINGS

The thirteen British Colonies on North America were varied with regard to culture, economics, and natural resources.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The New England Colonies had distinct cultural, religious, economic and natural resources.
- The Middle Colonies had distinct cultural, religious, economic and natural resources.
- The Southern Colonies had distinct cultural, religious, economic and natural resources.
- The occupations and trades of people in the thirteen Colonies largely depended on where they lived.
- Trade and the bartering system were central to the thirteen Colonies' economy.

### DO

- Collect evidence of the cultural, religious, economic and natural resources of the new england, middle and southern colonies.
- Choose one of the three sets of colonies. Develop and support a logical argument for why families should move to that area.
- Draw conclusions about the interdependence of colonists who worked in different trades.
- Analyze the impact that losing one of the trades would have on the colonies.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	5 days
<b>UNIT #8:</b>	History: French and Indian War	<b>GRADE:</b>	4

## STANDARDS:

### PA Academic Standards for History

5.3.4.F

- Explain how different perspectives can lead to conflict.

8.3.4.D

- Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	5 days
<b>UNIT #8:</b>	History: French and Indian War	<b>GRADE:</b>	4

## UNDERSTANDINGS

The French and Indian War was fought between the French and British over land on North America.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The French and British were fighting over land on North America.
- Both the French and British sides had Native American allies.
- The British won the war and gained the French's land in North America.
- Because the war was expensive, the British levied taxes on the 13 Colonies to pay for it.

### DO

- Evaluate the reasons the French and Indian War was fought.
- Analyze the reasons Native Americans would choose to fight with either the British or the French.
- Assess the outcome of the French and Indian War and its impact on the Colonies.
- Hypothesize the effect of taxation on the Thirteen Colonies.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	31 days
<b>UNIT #9:</b>	History: Road to Revolution	<b>GRADE:</b>	4

## STANDARDS:

### PA Academic Standards for History

- 8.3.4.D
  - Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.
- 6.1.4.D
  - Explain what influences the choices people make.
- 6.1.4.C
  - Illustrate what individuals or organizations give up when making a choice.
- 8.1.4.B
  - Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.
- 8.3.4.B
  - Locate historical documents, artifacts, and places critical to United States history.
- 8.4.4.D
  - Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	31 days
<b>UNIT #9:</b>	History: Road to Revolution	<b>GRADE:</b>	4

## UNDERSTANDINGS

The 13 British Colonies on North America became increasingly unwilling to remain under British rule, which eventually led to the Revolutionary War.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Various new acts were imposed by Britain in order to pay war debts from the French and Indian War such as Sugar Act, Stamp Act, Quartering Act, Townshend Act and Tea Act.
- The Colonists had no representation in Parliament, as other British citizens had.
- Loyalists (Tories) were loyal to King George and Britain.
- Patriots wanted the Colonies to run their own affairs and have representation in the British Parliament.
- The Boston Massacre was a conflict between colonists and British soldiers that was used by Patriots as propaganda.
- The Boston Tea Party was in response to the taxes levied on tea. In turn, British closed Boston Harbor, which crippled Boston's economy.
- Closing Boston's Harbor caused the 13 Colonies to come together for the first time to respond to Britain's government.
- The First and Second Continental Congresses were convened to formulate a response to the British. The final response was the Declaration of Independence.

### DO

- Cite evidence of reasons for the conflict between the British and the American Colonists.
- Compare and contrast the viewpoints of Loyalists and Patriots and explain how their views led to conflict.
- Critique the methods used as propaganda by the Patriots after the Boston Massacre.
- Evaluate the effectiveness of the First and Second Continental Congresses.
- Analyze the causes and effects of the events leading to the American Revolution.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	5 days
<b>UNIT #10:</b>	Civics and Government: Civic Participation	<b>GRADE:</b>	4

## STANDARDS:

### PA Academic Standards for Civics and Government

5.2

- Describe how citizens participate in school and community activities.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	5 days
<b>UNIT #10:</b>	Civics and Government: Civic Participation	<b>GRADE:</b>	4

## UNDERSTANDINGS

Citizens have individual rights and responsibilities within a community.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Civic participation is the way we involve ourselves in our community.
- Voting is one of the primary ways for citizens to become involved.
- Changes to rules and laws affect the rights and responsibilities of citizens.

### DO

- Summarize the importance of civic participation in a constitutional republic.
- Hypothesize how a change to a school rule would affect your rights and responsibilities as a student.



# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	3 days
<b>UNIT #11:</b>	Civics and Government: Bill to Law	<b>GRADE:</b>	4

## STANDARDS:

### PA Academic Standards for Civics and Government

5.3

- Describe how the elected representative bodies function in making local and state laws.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	3 days
<b>UNIT #11:</b>	Civics and Government: How a Bill Becomes a Law	<b>GRADE:</b>	4

## UNDERSTANDINGS

Governments have a responsibility to make and uphold the rules for the common good of its citizens.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- A bill goes through specific steps in order to become a law.

### DO

- Follow the steps to how a bill becomes a law to create a new classroom rule.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)