

Fourth Grade Social Studies
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Social Studies Objectives:

1. To provide abundant opportunities for exploration and various experiences related to history, geography, and social studies. (Field trips, videos, books, parent presentations, etc.)
2. To help students develop a knowledge base in history, geography, and social studies. (What is a southwestern state like? How was Ohio settled?)
3. To provide an introduction to the basic skills in historical thinking. (Why is this person or event important? Why did this event occur during this time period or in this region of the U.S.)
4. To provide opportunities for training in historical research via simple research projects.
5. To help students memorize central historical and geographical facts. (Dates related to Ohio history, major U. S. mountain ranges and rivers, oceans, continents, the Great Lakes)

Social Studies Components:

1. Two textbooks
 - ***This is My Country*** – This book provides the basic course content
 - ***Ohio*** – We will explore Ohio for much of the second quarter and all of the third quarter as a long expansion of the Midwest regional unit
2. Study skills training - While going through both textbooks, we will use various study skills such as: note-taking, graphic organizers, Venn diagrams, summaries, outlines, mnemonic devices, definitions of important vocabulary words, guide words, time lines, etc. The goal is: a) to learn how to use these to master content b) to build an array of study methods.
3. Research projects and topics - We will do several research projects:
 - **1st Quarter** – Students will complete an in-class group research project on a particular region of the country using non-fiction books published by *National Geographic*
 - **2nd Quarter** – Students will complete an individual research report on a U. S. national park
 - **3rd Quarter** – Students will complete a brief biographical sketch on a famous Ohioan.
4. Map skills
 - **1st Quarter** - Students will learn all of the items presented in the map handbook at the beginning of the social studies text. In addition, we will review the 7 continents and 4 oceans, the 5 Great Lakes, and major U. S. geographical features.
 - **2nd – 4th Quarters** - Students will use a Map Skills Workbook. Furthermore, we will practice using various kinds of graphs and charts and learn the names of all 50 states and capitals.
5. Exploration - This includes such items as field trips, videos, musical recordings, cooking and crafts projects, supplementary readings, primary source readings, and speakers.

Weekly Schedule:

- A class period will usually be divided into several different activities. A typical class might consist of any of the following in various combinations: reading the text, converting the information to a graphic organizer, map skill activities, supplementary reading by the teacher, and research time. This allows all aspects of the curriculum to be covered while maintaining high levels of student interest.
- Once a week class is a computer applications period in which students will use the computer lab both to practice social studies concepts they have already learned and to broaden their knowledge base. In this class, students will work on research projects and reports, define vocabulary, type answers to review questions, use a variety of social studies software, and practice social studies skills using quality websites.

How Parents Can Help:

1. Check daily homework and clean out social studies folder after each chapter is completed. *Map Skills* workbook should always be kept in their social studies folder.

2. Help your child study for quizzes and tests. Research has proven that several short study sessions are far more effective than one long grueling session.

3. Volunteer to drive to field trips, help out in the classroom, or give a short presentation to the children.

- If you have traveled just about anywhere and have pictures, videos, clothing, or other items to share, telling about your adventures expands their world a little more.
- You're always welcome to visit and talk about your job and all the interesting things you do. Learning what people do for a living in our area fits perfectly with our year-long study of communities.
- If you're willing to go on some great field trips, please respond to the notes that will go home (approximately one field trip per quarter).

4. Recycle any of your old magazines that have good S. S. pictures by sending them in for us to use in projects. *National Geographic* is particularly good, as are travel, science, and food-related periodicals

Homework:

- 20 minutes Monday and Tuesday nights, along with some Friday nights

4th Grade Social Studies Syllabus First Quarter

Content and Assessment: Study/Library/Research Skills

1) Course Introduction - Chapter 1: The United States Today (1 week)

- Be oriented to this year's course of study
- Become familiar with non-fiction book parts
- Compare/contrast organization of two major S. S. texts to be used this year

2) Regional Research Project using *National Geographic* non-fiction books: (3 weeks)

- Students will work in groups (mostly in class) to study one region of the country as a “preview” for the entire course. In the process, they will practice a variety of skills and study techniques including:
 1. previewing a short text
 2. making a KWL chart
 3. strategically reading a non-fiction book
 4. learning the vocabulary unique to their region
 5. completing a prewriting and writing activity
 6. planning and constructing a poster to highlight their research results
 7. presenting an oral report to the class

Assessments:

- 10 point open note quiz on each student's specific region
- Grade given for written work in the unit: clarity, neatness, content, and organization of poster
- Oral report to the class
- Notes taken on other groups' presentations

3) The SE Region - Chapter 3: Early Farming in the SE and Chapter 4: From Field to Factory (3 weeks)

- learn the vocabulary for Chapters 3 and 4
- use graphic organizers to study the main points in each of the lessons
- compare and contrast different areas within the SE by constructing a chart.

Assessments:

- Chapter 3 test
- Alternate assessment for Chapter 4: students will use the “focus” question at the beginning of each lesson. They will discuss the questions in a group and then orally report their answers using a “talk show” format with the teacher as host.

4) The NE Region - Chapter 5: Using Land and Sea (2 weeks)

- learn the vocabulary for Chapter 5
- use teacher-given notes, in which students will draw their own pictures and diagrams
- take notes on note cards to study the main points of chapter 5

Assessment:

- Chapter 5 test (open notes except for Lesson 1)

Geography and Map Skills

1. Students will review the 5 Great Lakes, 7 continents, and 4 oceans
2. Label a U. S. map, noting the overall geographical regions
3. Practice skills such as using a compass rose, map scale, inset map, legend, grid, lines of latitude and longitude, and various types of maps (regional, product, population density, route, and weather)
4. Use a globe to identify hemispheres, the Equator, Prime Meridian, and Tropic of Cancer/Capricorn. Students will also learn the basic use of lines of latitude and longitude
5. Learn the states and capitals for the SE and NE regions and label maps with this information
6. Complete map work related to a specific region during the *National Geographic* unit.
7. Begin working in Weekly Reader's - *Map Skills for Today* (pgs. 3-10)

Assessments

- Short quizzes to test mastery of basic geography skills.
- Test on SE states and capitals
- Test on NE states and capitals

Field Trips and Activities

1. Students will listen to and develop an appreciation for Woody Guthrie's music.
2. View videos of the SE and NE to introduce these regions of the country to the students.
3. Enjoy a videotape of life in Jamestown colony.
4. Visit the Rockport Library for library orientation and to find books for national parks project

4th Grade Social Studies Syllabus Second Quarter

Content and Assessment: Study/Library/Research Skills

1) The NE Region - Chapter 6: Industry Takes Over (2 weeks)

- learn the vocabulary for Chapter 6
- use teacher-given notes, in which students will draw their own pictures and diagrams
- take notes on note cards to study the main points in the chapter

Assessment – Ch. 6 Test

2) The Midwest Region - Chapter 7: Living Off the Land and Chapter 8: Developing New Industries (4 weeks)

- In chapter 7 students will learn the vocabulary and use graphic organizers to chart the relationship of people to their environment.
- In chapter 8, the focus will be on finding the main idea and identifying the important people in each lesson.

Assessments:

- Chapter 7 – Students will use book and notes to write a one-paragraph answer to each of the focus questions for Lessons 1-3.
- Chapter 8 – Students will choose a main character in the chapter to portray. Teacher conducts an interview with these important historical figures.

3) National Park Individual Research Project (4 weeks - concurrent with Ch. 7-8)

- Students will use computer applications class and a visit to Rockport Library to research various national parks.
- Students will choose one national park as their topic, write a business letter to request information on it, develop research questions, use encyclopedias, non-fiction library books, the Internet, and materials they receive in the mail to answer their research questions.
- Students will list their sources in a simple bibliography and present their research findings via a poster, travel brochure, or tourist guide and an oral presentation.

Assessment: Oral Presentations

4) Ohio History (3 weeks – will continue in the 3rd Quarter)

- While coming to appreciate Ohio's unique and colorful history, students will also practice study skills such as identifying important people in Ohio history along with their accomplishments
- Students will make a time line of important events in Ohio history that will continue throughout the unit.

Assessments:

- Entries in a “Pioneer Diary”
- Chapter 1 Quiz
- Midterm Exam – Ohio History Chapters 1-3

Geography and Map Skills

1. Learn the states and capitals for the Midwest region and label maps with this information
2. Complete a crossword puzzle to learn the states and bodies of water that surround Ohio
3. Make a salt dough map of the Great Serpent Mound in Adams County, Ohio
4. Complete pages 11-22 in *Weekly Reader Map Skills* book
5. Learn map scales and line graphs

Field Trips and Activities

1. View Midwest video as an overview of this region.
2. Make cream puffs with fresh whipped cream while studying the growth of the food industry in the Midwest. (Lesson 7-3 and 8-1)
3. Field trip to the Western Reserve Historical Society for “Into the Woods” program
4. Select two representatives for the National Geography bee
5. Complete a hands-on exercise to measure the diameter of trees on the Ohio frontier

4th Grade Social Studies Syllabus Third Quarter

Content and Assessment: Study/Library/Research Skills

1) Ohio History: (9weeks)

- While continuing to appreciate Ohio's unique and colorful history, students will also practice a variety of study skills such as note-taking, identifying important people in Ohio history along with their accomplishments, plotting important historical events on a time line, and outlining various parts of the text.
- Summarize important sections
- Learn to identify important issues and problems (analyze "Who Owns the Land?" from the perspective of both pioneers and Native Americans)
- Chart similarities and differences between pioneer life and their lives today
- Practice converting information from a chart to another type of graphic organizer
- This unit will also include several lessons in which the students will use primary source documents to make Ohio history "come alive."

Assessments:

- Quizzes
- Tests and/or open note tests covering portions of the Ohio history text

2) Biographical Report: (concurrent with Ohio history)

- Each student will skim pages in the text to choose a famous Ohio government leader, Native American, explorer, founder, frontiersman, athlete, author, inventor, etc.
- Students will do research to discover basic facts and accomplishments of this person and present their research findings as a one-two page written report.

Assessment: Points will be given for successfully researching and completing the assignment in a neat and timely manner.

Geography and Map Skills

- 1) Students will complete the *Weekly Reader Map Skills* book.
- 2) Students will complete short review exercises to prepare for the Iowa Tests of Basic Skills.

Field Trips, Speakers, and Activities

- 1) Play "Going to Jerusalem," a Ohio frontier game
- 2) Prepare and eat "Ohio Haystacks" cookies
- 3) Tour the Shaker Heights Historical Society Museum for a taste of life on the Ohio frontier, with this unique religious group

4th Grade Social Studies Syllabus Fourth Quarter

Content and Assessment: Study/Library/Research Skills

1) Ohio History: (2 weeks)

- While continuing to appreciate Ohio's unique and colorful history, students will also practice a variety of study skills such as note-taking, identifying important people in Ohio history along with their accomplishments, plotting important historical events on a time line, and outlining various parts of the text.

2) The Southwest Region - Chapter 9: Farming and Ranching (2 weeks)

The Western Region - Chapter 11: A Changing Frontier (2 weeks)

- Students will learn the vocabulary for these chapters and use graphic organizers, note taking, and review questions to help master the content.
- Students will also hone their ability to differentiate fact from opinion while reading.
- Students will refine their skills at using atlases and almanacs to look up facts pertinent to these two chapters.

Assessments

- No chapter 9 test
- Chapter 11 test - SW states and capitals will be included with this test

3) Chapter 10: From Agriculture to Industry (the SW) and Chapter 12: New People, New Industries (the West) (2 weeks)

- Students will be assigned to one of the two chapters.
- Students will read and study the text together, plan and practice a way to present the material to the class in an interesting manner (visual aids, skits, songs, printed material, etc, may be used in any combination), and decide on an appropriate assessment tool.
- Students will give an oral group presentation

Assessments:

- Based on ability to cooperate while working together, good use of class time, and effectiveness at presenting chapter content
- Delivery of oral presentation
- Quality of any written material or visual aid produced by the group
- Notes taken on other groups' presentations.

Final Exam - will test students on all 50 states and capitals

Geography and Map Skills

1. Students will learn the SW and western states and capitals and label maps
2. Western and Southwestern states test
3. Students will gain further practice using circle and bar graphs.

Field Trips, Speakers, and Activities - Video: The California Gold Rush