

SOCIAL STUDIES

LENGTH OF TIME: one year

GRADE LEVEL: 4

COURSE STANDARDS:

Students will:

1. Survey the history, geography, economic development, government, and current issues in Pennsylvania. (PA Std. 5.1, 5.2, 6.1, 8.2)
2. Identify and describe five regions in the U.S. (Northeast, Southeast, Midwest, Southwest, and West) in terms of physical, cultural, economic, and historical similarities. (PA Std. 6.1, 7.1, 7.2, 8.3)
3. Relate Pennsylvania to each of the five regions of the United States. (PA Std. 8.2, 8.3)

RELATED PA ACADEMIC STANDARDS

Civics and Government

- 5.1 Principles and Documents of Government
- 5.2 Rights and Responsibilities of Citizenship

Economics

- 6.1 Economic Systems

Geography

- 7.1 Basic Geographic Literacy
- 7.2 The Physical Characteristics of Places and Regions

History

- 8.2 Pennsylvania History
- 8.3 United States History

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. In a cooperative learning group, creating a map reflecting one of the various delineations of regions in the United States -- population, climate, etc.
2. Maintaining a Pennsylvania portfolio over the course of the year containing some of the following:
 - a. timeline of key historical events
 - b. map(s) of geographic regions of PA
 - c. biography of an important Pennsylvanian
 - d. list of key Pennsylvanians from diverse backgrounds and their contributions to our present society
 - e. samples of typical arts and crafts representative of current and historical groups
 - f. objective test of state symbols and key facts

- g. collage of products from Pennsylvania
- 3. Producing a banner, collage, diagram, or display showing products from a region of the US.
- 4. Jigsawing and presenting orally and visually the industries of the regions of the United States -- farming, forestry, and aerospace.
- 5. Presenting an individual report on a state reflecting current problems, state leaders, demographic data, and predictions for the future. An emphasis on current issues will necessitate a brief written report, a variety of reference resources, visual aids, and a formal oral presentation developed solely in class to reflect, augment, and authenticate student effort.

DESCRIPTION OF COURSE:

This course will focus on humans interacting with regional resources both in Pennsylvania and throughout the five regions of the United States. Besides investigating the physical and cultural features that identify each region, students will understand how people respond to and modify their environment. The movement theme of geography will be developed. This course will be interdisciplinary involving all other curricular areas. Students will be assessed individually and in cooperative groups using traditional tests; projects -- oral, written, and/or visual; and self, peer, and teacher checklists.

TITLES OF UNITS:

- | | |
|---------------------------------|----------|
| 1. Pennsylvania (PA text) | 15 weeks |
| 2. Map and globe skills | 4 weeks |
| 3. Regions of the United States | 15 weeks |

SAMPLE INSTRUCTIONAL STRATEGIES:

- 1. Writing
- 2. Small/large group activities
- 3. Cooperative learning
- 4. Research
- 5. Audio visual presentations
- 6. Independent reading

MATERIALS:

- 1. This is My Country, Houghton Mifflin
- 2. Nystrom Grade 4 Kit, Maps and Globes
- 3. Teacher's guide for text and ancillary materials
- 4. IU film library
- 5. Trade books

METHODS OF ASSISTANCE AND ENRICHMENT:

- 1. Cooperative learning groups
- 2. Specialist assistance -- IST, resource room, PAL
- 3. Opportunities for retesting
- 4. Community volunteers
- 5. Guest speakers/field trips
- 6. Integrated units

PORTFOLIO DEVELOPMENT:

One piece specific to Pennsylvania and at least one other social studies piece will be included in each year's portfolio.

METHODS OF EVALUATION:

1. Rubrics and Pennsylvania standards
2. Nystrom unit assessments
3. Teacher checklists of student projects, problem solving
4. Rubrics and standards for oral and visual presentations

All criteria will be given out in advance of work so students are aware of scoring procedures. Where possible, models of successful and unsuccessful work will also be shared with the students in advance of performance development.

INTEGRATED ACTIVITIES:

Performance assessments #3 and #7 specifically designate cross-curricular activities - reading, writing, speaking, using art and music, and using technology. Additional integrated units will be developed to suit individual needs.

1. Concepts
 - map and globe skills
 - research
 - Pennsylvania
2. Communication
 - presentations
 - cooperative learning
 - written reports
 - interviewing
3. Thinking/Problem Solving
 - cause and effect
 - drawing conclusions
 - defending choices
4. Application of Knowledge
 - creating maps
 - timelines
 - biographies
5. Interpersonal Skills
 - group projects
 - cooperative learning
 - discussion