

4th Grade Social Studies Curriculum

United States Studies

Grade Level Goal

Using the content of the State of Michigan Standards and Catholic Social Teachings, students in fourth grade learn significant social studies concepts about the regions of the United States. Building on prior knowledge, students explore the geography, economics, government, and civics of the United States. The fourth content expectations prepare students to expand their world view.

September

Unit Title	The Geography of the United States
Big Ideas	The United States is a large country with a great variety of physical features.
Essential Questions	<ul style="list-style-type: none"> • What are the physical features of the United States and where are they located? • What are the names of the states, their location and the name of their capitals? • What is the human impact on the environment?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Identify and memorize the location and names of the states and their capitals. ✓ Demonstrate the ability to use a variety of geographic tools and technologies. ✓ Identify major landforms and bodies of water. ✓ Analyze the impact of human activity on the environment.
GLEC	(4) G1.0.1, G1.0.2, G1.0.3, G1.0.4, G1.0.5, G5.0.1
Catholic Social Teachings	Care of God's Creation

October

Unit Title	The Northeast and Southeast Regions of the United States
Big Ideas	The United States is most easily studied by dividing it into regions
Essential Questions	<ul style="list-style-type: none"> • What are the boundaries, major landforms, and natural resources of these regions? • What are the regions' economies? • How do the regions' climates effect the vegetation? • What drew people to these regions and what was the impact of their settlement?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Describe the cultural development of these regions. ✓ Construct a physical representation of the regions. ✓ Analyze the economic uses of natural resources.

	✓ Show how immigration impacted these regions.
GLEC	(4) G2.0.1, G4.0.1, G4.0.2
Catholic Social Teachings	Called to Live in Family and Community Care of God's Creation, Solidarity

November

Unit Title	The Midwest Region of the United States
Big Ideas	The United States is most easily studied by dividing it into regions.
Essential Questions	<ul style="list-style-type: none"> • What are the boundary, major landforms, and natural resources of this region? • What are the region's economies? • How does the region's climate affect the vegetation? • What drew people to this region and what was the impact of their settlement?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Describe the cultural development of this region. ✓ Construct a physical representation of the region. ✓ Analyze the economic uses of natural resources. ✓ Show how immigration impacted this region. ✓ Compare Michigan with another region in the United States.
GLEC	(4) G2.0.1, G2.0.2, G4.0.1, G4.0.2
Catholic Social Teachings	Called to Live in Family and Community Care of God's Creation, Solidarity

December

Unit Title	The West and Southwest Regions of the United States
Big Ideas	The United States is most easily studied by dividing it into regions.
Essential Questions	<ul style="list-style-type: none"> • What are the boundaries, major landforms, and natural resources of the West and Southwest regions? • What are the regions' economies? • How do the regions' climates effect the vegetation? • What drew people to these regions and what was the impact of their settlement?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Describe the cultural development of these regions. ✓ Construct a physical representation of the regions. ✓ Analyze the economic uses of natural resources. ✓ Show how immigration impacted these regions.
GLEC	(4) G2.0.1, G4.0.1, G4.0.2,
Catholic Social	Called to Live in Family and Community

Teachings	Care of God's Creation, Solidarity
-----------	---------------------------------------

January/February

Unit Title	United States Government
Big Ideas	The U.S. Government is structured and functions as a democracy.
Essential Questions	<ul style="list-style-type: none"> • What is the structure of the U.S. government? • What are the principles of a constitutional democracy? • What is the role of the United States government in world affairs?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Explain why people create government. ✓ Understand values and principles of constitutional democracy. ✓ Describe the structure of the U.S. government and how it functions to serve its citizens. ✓ Explore the relationship of the U.S. to other nations.
GLEC	(4) C1.0.1, C1.0.2, C1.0.3, C2.0.1, C2.0.2, C3.0.1, C3.0.2, C3.0.3, C3.0.4, C3.0.5, C3.0.6, C3.0.7
Catholic Social Teachings	Rights and Responsibilities.

March

Unit Title	United States Citizenship
Big Ideas	U.S. citizens have an active role in their government.
Essential Questions	<ul style="list-style-type: none"> • What are the rights and the responsibilities of U.S. citizens? • What are concerns that impact individuals of the U.S.? • What resources can be use to identify public issues? • Why do we have national symbols and what is the significance of each?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Describe ideals that unite U.S. citizens. ✓ Identify and illustrate the National symbols, and recognize National holidays. ✓ Identify public issues that influence the daily life of citizens. ✓ Choose one public issue and develop an action plan that includes an alternative resolution.
GLEC	(4) C5.0.1, C5.0.2, C5.0.3, C5.0.4, P3.1.1, P3.1.2, P3.1.3, P3.3.1, P4.2.1,
Catholic Social Teachings	Social Justice

April

Unit Title	United States Economy
Big Ideas	The United States economy is based on the principles and concepts of a market economy.
Essential Questions	<ul style="list-style-type: none"> • How does the U.S economy work? • What influences a market economy? • What impacts employment in the United States? • How does the global market affect the national economy?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Describe the characteristics of a market economy. ✓ Create a circular flow model of a market simulation including the interactions between households and businesses. ✓ Develop a classroom mini-economy or participate in Junior Achievement.
GLEC	(4) E1.0.1, E1.0.2, E1.0.3, E1.0.4, E1.0.5, E1.0.6, E1.0.7, E1.0.8, E2.0.1, E3.0.1
Catholic Social Teachings	Rights and Responsibilities, Option for the Poor and Vulnerable, Dignity and rights of Workers, Solidarity

May/June

Unit Title	Culminating Activity
Big Ideas	Participate in projects to help and inform others.
Essential Questions	<ul style="list-style-type: none"> • How can you use what you have learned about the United States to produce a tool from which to inform others? • How can you demonstrate mastery of states and capitals?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Utilize research techniques to create a multi-dimensional project. ✓ Complete activities on states and their capitals. ✓ Present culminating activities to an audience.
GLEC	(4) P4.2.2
Catholic Social Teachings	The Dignity of the Human Person ,Called to Live in Family and Community, Rights and Responsibilities, Care of God's Creation, Option for the Poor and Vulnerable, Dignity and Rights of Workers, Solidarity