

Preston Social Studies Standards Fourth Grade

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY		
INQ 4 1.1	Explain why compelling questions are important to others.	
INQ 4 1.2	Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	
INQ 4 1.3	Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	
INQ 4 1.4	Explain how supporting questions help answer compelling questions in an inquiry.	
INQ 4 1.5	Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	
CT Core Standards: ELA-Literacy – RI.4.1, W.4.7, and SL.4.1.		
Key Vocabulary: questioning, argument, explanation, point of view.		
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS		
History		
<i>Perspectives</i>		
Standard	Description	Theme/Content
HIST 4 2.1	Explain connections among historical contexts and people’s perspectives at the time.	Movements of People and Ideas; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
Compelling Question	How does the culture of the United States reflect its history?	
Supporting Questions	What do we mean when we talk about a country’s “culture?”	
	What type of historical events help to create a country’s “culture?”	
	What events of the past several years might have an impact on changing the culture of the United States?	
	Does the United States today actually have a single “culture?”	

<i>Causation and Argumentation</i>		
Standard	Description	Theme/Content
HIST 4 2.2	Explain probable causes and effects of events and developments.	Movements of People and Ideas; Refining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
HIST 4 2.3	Use evidence to develop a claim about the past.	Movements of People and Ideas; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
Compelling Question	How is a region shaped by its historical events?	
Supporting Questions	What makes a regional event “historic?”	
	What binds regions of the United States together?	
	What is more important in creating regional identity: geography or history?	
Civics		
<i>Processes, Rules, and Laws</i>		
Standard	Description	Theme/Content
CIV 4 2.1	Illustrate historical and contemporary means of changing society.	Movements of People and Ideas; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
Compelling Question	What causes regions of the country to interpret laws differently?	
Supporting Questions	Why did the South view laws concerning slavery and civil rights differently from other parts of the country?	
	Why do people in the Southwestern United States view certain immigration laws differently today?	
	What should a region do if federal law is opposed to the beliefs and values of the region?	

Economics		
<i>Economic Decision-Making</i>		
Standard	Description	Theme/Content
ECO 4 2.1	Compare the benefits and costs of individual choices.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
ECO 4 2.2	Identify positive and negative incentives that influence the decisions people make.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
Compelling Question	What economic factors determine if a region is a good or bad place to live?	
Supporting Questions	What resources exist to support a region's economy?	
	What economic opportunities exist for people of the region?	
	What impact does climate and weather have on life in the region?	
<i>Exchange and Markets</i>		
ECO 4 2.3	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
ECO 4 2.4	Explain the relationship between investment in human capital, productivity, and future incomes.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
Compelling Question	How does the exchange of resources affect the quality of life for people of a specific region?	

Supporting Questions	What are the major industries in the Northeast and Connecticut that have contributed to its success?	
	Why has a sizable number of Connecticut's residents left the state in recent years?	
	Evaluate the impact of a corporation leaving a region and the effect on the citizens of the region.	
Geography		
<i>Geographic Representations: Spatial Views of the World</i>		
Standard	Description	Theme/Content
GEO 4 2.1	Construct maps and other graphic representations of both familiar and unfamiliar places.	Environment and Climate; Map Reading Skills.
GEO 4 2.2	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	Environment and Climate; Map Reading Skills.
Compelling Question	How can a United States map be used to analyze its history, politics, and economics?	
Supporting Questions	What would a map illustrating the variation and distribution of various resources reveal?	
	What can be learned from maps showing the migration of people within the United States of America?	
	What can be learned from a topographical map of the United States of America?	
<i>Human-Environment Interaction: Places, Regions, and Culture</i>		
Standard	Description	Theme/Content
GEO 4 2.3	Explain how culture influences the way people modify and adapt to their environments.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
GEO 4 2.4	Explain how the cultural and environmental characteristics of places change over time.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.

GEO 4 2.5	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
Compelling Question	How does the distribution of resources in the United States affect the relationships among the various regions and the citizens of each region?	
Supporting Questions	Is there a relationship between where people live and where the resources are?	
	How do our culture and beliefs influence the way we treat the environment?	
	How has the availability of certain resources affected the way we live and interact with each other?	
	What happens when a region does not have enough of a needed resource?	
<i>Human Population: Spatial Patterns and Movement</i>		
GEO 4 2.6	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
GEO 4 2.7	Explain how human settlements and movements relate to the locations and uses of various natural resources.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
GEO 4 2.8	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	Human-Environment Interaction; Defining Regions; Northwest Region; Mid-Atlantic Region; Southeast Region; Midwest Region; Northwest Region; Southwest Region; West Region.
Compelling Question	How have the changes in technology affected the spread of thoughts and ideas in the United States of America?	
Supporting Questions	How has technology affected education in the last 15 years?	
	How can technology spur economic growth of a region?	
	What are the positive and negative aspects of social media?	

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	
INQ 4 1.6	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
INQ 4 1.7	Use distinctions between fact and opinion to determine the credibility of multiple sources.
INQ 4 1.8	Identify evidence that draws information from multiple sources in response to compelling questions.
INQ 4 1.9	Use evidence to develop claims in response to compelling questions.
CT Core Standards: ELA-Literacy – RI.4.1-10, W.4.1-2, W.4.7, SL.4.1, and L.4.1-3.	
Key Vocabulary: argument, sources, evidence, claims, counterclaims, gather.	
DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION	
INQ 4 1.10	Construct an argument using claims and evidence from multiple sources.
INQ 4 1.11	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
INQ 4 1.12	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
INQ 4 1.13	Critique arguments.
INQ 4 1.14	Critique explanations.
INQ 4 1.15	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.
INQ 4 1.16	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
INQ 4 1.17	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
CT Core Standards: ELA-Literacy – RI.4.1, W.4.1-8, SL.4.1-6, and L.4.1-3.	
Key Vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility.	

Themes and Content

Fourth Grade

Themes	Content
<p>Human-Environment Interaction:</p> <ul style="list-style-type: none"> Analyze how people from various American regions modify and adapt to their environments. Analyze how people from various American regions use and allocate their available resources. Analyze the relationship between climate and the people living in various American regions. 	<p>Map Reading Skills:</p> <ul style="list-style-type: none"> Identify ways that a study of geography is important to the study of any country or region. Analyze how the study of various regions of a country helps an overall understanding of that country. Examine and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels, meridians) and purposes (road, reference, thematic). Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
<p>Environment and Climate:</p> <ul style="list-style-type: none"> Explore the physical landforms and bodies of water in various American regions. Explore the patterns of climate in various American regions. Explore natural disasters that affect various American regions. 	<p>Northeast Region:</p> <ul style="list-style-type: none"> Examine why proximity to water was so important for settlement in the region. Analyze the impact of rivers and waterways on colonial and post-colonial trade. Evaluate why people have moved to and from the Northeast from colonial times to present day.
<p>Movements of People and Ideas:</p> <ul style="list-style-type: none"> Explain reasons for migration of people within and beyond a region. Evaluate the impact of immigration on a region. Explore the modes of transportation unique to various American regions. Analyze unique cultural similarities to various American regions. 	<p>Mid-Atlantic Region:</p> <ul style="list-style-type: none"> Identify geographic features that caused peoples to migrate to this section of the U.S. Explore reasons for and results of development of large cities in the region. Examine how the development of canals and waterways affected the economic growth of this region.
<p>Defining Regions:</p> <ul style="list-style-type: none"> Discover patterns related to various themes to define a region. Define factors that made a region unique. 	<p>Southeast Region:</p> <ul style="list-style-type: none"> Analyze how geography and climate has affected the development of economic and social institutions of this region.

	<ul style="list-style-type: none"> • Examine historical examples where geography and climate have had a severe impact on the region. • Explore how the essential characteristics of the region changed in the post-WWII era.
	<p>Midwest Region:</p> <ul style="list-style-type: none"> • Analyze how geography and climate has affected the development of economic and social institutions of this region. • Explore reasons for and results of the development of major urban centers in a region (i.e., Chicago). • Examine the relationships between people of the Midwest and the Great Lakes and major rivers of the region. • Examine how the immigration of different ethnic groups has affected this region.
	<p>Northwest Region:</p> <ul style="list-style-type: none"> • Analyze how geography and climate has affected the development of economic and social institutions of the Northwest. • Describe how proximity to the Pacific Ocean has affected the characteristics of the region. • Examine the relationship between the people of the Northwest and their Canadian neighbors.
	<p>Southwest Region:</p> <ul style="list-style-type: none"> • Analyze how geography and climate have affected the economic development of the Southwest. • Examine the relationship between the people of the Southwest and their Mexican neighbors, including an emphasis on immigration. • Explore how the migration of peoples in the Southwest has affected the political and social characteristics of the region.
	<p>West Region:</p> <ul style="list-style-type: none"> • Analyze how geography and climate has affected the essential economic characteristics of the region. • Describe the economic and social features of the West that have attracted people to this region.

	<ul style="list-style-type: none">• Evaluate the influence of East Asia's proximity to the West.• Identify geographic and climatic challenges that people of this region face today.
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Inquiry-Based Instruction and Assessments

4th Grade

Assessments address standards from Dimensions 1 - 4 (Developing Questions and Planning Inquiry, Applying Disciplinary Content and Tools, Evaluating Sources and Using Evidence, Communicating Conclusions and Taking Informed Action). However, assessment formats are aligned with Dimension 4 requirements, specifically:

- Arguments are constructed from claims with evidence from multiple sources;
- Explanations are constructed with reasoning, correct sequences, examples, and details;
- Arguments are critiqued for credibility;
- Explanations are critiqued for structures.

In addition, students engage in analyzing how a specific problem can be manifested at a local, regional, and global level over time and in democratic decision-making in order to take action within and outside of the school.