KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Grade 4 Social Studies Curriculum

Last Updated April 2014 byShawna Oswald and Kerri Schegan

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Unit #/Title	1/PA Geography	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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.B. Identify the basic physical processes that affect the physical characteristics of places and regions.
7.4.4.A. Describe the effect of the physical systems on people within a community.
7.4.4.B. Identify the effect of people on the physical systems within a community.
8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.

Big Ideas	Essential Questions
• Geographic representations are essential to explain the spatial organization of people, places, and environments.	• How can geographic information systems and other geographic technologies impact development? • What makes one place different from another? • Why are mental maps useful?
Content	**Skills**
• States that border PA (New York, New Jersey, Delaware, Maryland, West Virginia, Ohio) • Major cities (and our town) in PA (Philadelphia, Pittsburgh, Harrisburg, Kutztown • Landforms (mountains, plains) • 3 major river systems (Delaware w/ Schuylkill and Lehigh; Susquehanna w/ West Branch and Juniata; Ohio w/ Allegheny and Monongahela) • Climate and temperature (elevation, distance from equator, and proximity to water) • PA state resources (renewable and nonrenewable) • Using maps and globes (compass rose, map key, scale, hemispheres)	• Label the bordering states, major cities, and river systems on a PA map • Explain the factors that affect temperature and climate • Analyze the climate of a location based on the factors that affect climate • Distinguish between renewable and nonrenewable resources • Describe ways to conserve natural resources • Label parts of a map • Use a map to locate places • Construct a map using all of the correct parts

Unit #/Title	2/Regions of Pennsylvania	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
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. Describe the characteristics of places and regions.
7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.
7.3.4.A. Identify the human characteristics and regions using the following criteria: Populations; Culture; Settlement; Economic activities; Political activities.
7.4.4.A. Describe the effect of the physical systems on people within a community.
7.4.4.B. Identify the effect of people on the physical systems within a community.
8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
8.3.4.A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.4.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups in world history.

Big Ideas	Essential Questions
• Geography is used to explain the past, interpret the present, and plan for the future.	• What are the criteria to create a region? • How is one place different from another place? • Why does culture impact place?
Content	**Skills**
• Location, history, and heritage of 5 PA regions of Pennsylvania: Atlantic Coastal Plain, Piedmont, Ridge and Valley, Allegheny Plateau, and Lake Erie Coastal Plain	• Identify the 5 regions of Pennsylvania • Locate the 5 regions of PA on a map • Compare and contrast the 5 regions of PA

Unit #/Title	3/Colonial Times in PA (History)	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
5.1.4.A. Examine school rules and consequences.
5.1.4.B. Explain rules and laws for the classroom, school, community, and state.
5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.
6.1.4.A. Identify scarcity of resources in a local community.
6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.
6.1.4.C. Illustrate what individuals or organizations give up when making a choice.
6.1.4.D. Explain what influences the choices people make.
6.4.4.B. Explain why nations trade.
7.3.4.A. Identify the human characteristics and regions using the following criteria: Populations; Culture; Settlement; Economic activities; Political activities.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.
8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.
8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.2.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: Ethnicity and race; Working conditions; Immigration; Military conflict; Economic stability.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.3.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States: Ethnicity and race; Working conditions; Immigration; Military conflict; Economic stability.
8.4.4.B. Locate historical documents, artifacts, and sites, which are critical to World history.
8.4.4.C. Explain how continuity and change in world history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.4.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted development of the history of the world.

Big Ideas	Essential Questions
• Historical context is needed to comprehend time and space. • Historical interpretation involves an analysis of cause and result. • Perspective helps to define the attributes of historical comprehension.	• How is it possible for different people to interpret an event differently? • Why is time and space important to the study of history? • What role do multiple causations play in describing a historic event? • What role does analysis have in historical construction?

Content	Skills
• Countries like Great Britain, Sweden, and the Netherlands settled the area that is today Pennsylvania • William Penn is the founder of Pennsylvania and Philadelphia • William Penn had a peaceful, friendly relationship with Native Americans, but that relationship became less friendly after his death • William Penn was a Quaker, which helped to encourage his friendly relationships with Native Americans	• Compare and contrast Colonial times and modern times for Pennsylvanians • Create a timeline that highlights important events from Colonial PA • Describe the different levels of freedom for PA citizens during Colonial times (free immigrants, indentured servants, slaves) • Explain what a pioneer is, and what role pioneers played in Colonial PA

Unit #/Title	4/The Industrial Revolution in PA	Time Frame	2-3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
CC _____ Conduct short research projects that build knowledge through investigations of different aspects of a topic.
5.1.4.B. Explain rules and laws for the classroom, school, community, and state.
5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.
5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.
5.2.4.D. Describe how citizens participate in school and community activities.
5.3.4.F. Explain how different perspectives can lead to conflict.
5.3.4.G. Identify individual interests and explain ways to influence others.
6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.
6.1.4.C. Illustrate what individuals or organizations give up when making a choice.
6.1.4.D. Explain what influences the choices people make.
6.2.4.A. Explain how a product moves from production to consumption.
6.2.4.B. Determine how sellers compete with one another.
7.1.4.B. Describe and locate places and regions as defined by physical and human features.
7.3.4.A. Identify the human characteristics and regions using the following criteria: Populations; Culture; Settlement; Economic activities; Political activities.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.
8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research).
8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.
8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human; geography; Social organizations.
8.2.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: Ethnicity and race; Working conditions; Immigration; Military conflict; Economic stability.
8.3.4.A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.3.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States: Ethnicity and race; Working conditions; Immigration; Military conflict; Economic stability.
8.4.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups in world history.
8.4.4.B. Locate historical documents, artifacts, and sites, which are critical to World history.
8.4.4.C. Explain how continuity and change in world history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.4.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted development of the history of the world.

Big Ideas	Essential Questions
• The history of the Commonwealth continues to influence Pennsylvanians today, and has impacted the United States and the rest of the world.	• How does continuity and change within Pennsylvania history influence your community today? • How has social disagreement and collaboration been beneficial to Pennsylvania society?
Content	**Skills**
• 4 types of transportation: steamboats, canals, railroads, turnpikes/highways • Growing industries in 1800s PA: coal, oil, farming	• Analyze the costs and benefits of the four types of transportation • Describe the impact of new forms of transportation on the industrial revolution in PA • Compare and contrast working conditions in 1800s PA to working conditions in PA today • Research and cite evidence related to the 4 types of transportation

Unit #/Title	5/Revolutionary War & Constitution in PA	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
5.1.4.A. Examine school rules and consequences.
5.1.4.B. Explain rules and laws for the classroom, school, community, and state.
5.1.4.C. Explain the principles and ideals shaping local and state government: Liberty/Freedom; Democracy; Justice; Equality.
5.1.4.D. Identify key ideas about government found in significant documents: Declaration of Independence; United States Constitution; Bill of Rights; Pennsylvania Constitution.
5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.
5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.
5.3.4.F. Explain how different perspectives can lead to conflict.
5.3.4.G. Identify individual interests and explain ways to influence others.
6.3.4.C. Explore ways in which tax revenues are used in the local community.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.
8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.
8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.2.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: Ethnicity and race; Working conditions; Immigration; Military conflict; Economic stability.
8.3.4.A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.3.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States: Ethnicity and race; Working conditions; Immigration; Military conflict; Economic stability.
8.4.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups in world history.
8.4.4.B. Locate historical documents, artifacts, and sites, which are critical to World history.
8.4.4.C. Explain how continuity and change in world history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.4.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted development of the history of the world.

Big Ideas	Essential Questions
• The history of the Commonwealth continues to influence Pennsylvanians today, and has impacted the United States and the rest of the World.	• How can the story of another Pennsylvanian, past or present, influence your life? • What document or physical representation best summarizes Pennsylvania and why? • How has social disagreement and collaboration been beneficial to Pennsylvania society?
Content	**Skills**
• Causes and consequences of the French and Indian War • Social unrest resulting from British colonialism • Taxes • First and Second Continental Congress • Declaration of Independence • Revolutionary War and related battles • Valley Forge • The PA role in the Revolution • U.S. Constitution	• Identify important people, places, and events from the Revolutionary War period in Pennsylvania (George Washington, Ben Franklin, King George, Thomas Jefferson, Declaration of Independence, Philadelphia, Carpenters Hall, Valley Forge, Battle of Bushy Run) • Describe the causes of the American Revolution • Defend the British AND American stances toward the Stamp Act

Unit #/Title	6/The Civil War in PA	Time Frame	2-3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
5.1.4.B. Explain rules and laws for the classroom, school, community, and state.
5.1.4.C. Explain the principles and ideals shaping local and state government: Liberty/Freedom; Democracy; Justice; Equality.
5.1.4.D. Identify key ideas about government found in significant documents: Declaration of Independence; United States Constitution; Bill of Rights; Pennsylvania Constitution.
5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.
5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.
5.3.4.B. Describe how the elected representative bodies function in making local and state laws.
5.3.4.D. Identify positions of authority at the local and state, and national level.
5.3.4.F. Explain how different perspectives can lead to conflict.
5.3.4.G. Identify individual interests and explain ways to influence others.
7.1.4.B. Describe and locate places and regions as defined by physical and human features.
7.2.4.A. Describe the characteristics of places and regions.
7.3.4.A. Identify the human characteristics and regions using the following criteria: Populations; Culture; Settlement; Economic activities; Political activities.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.
8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research).
8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.
8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human; geography; Social organizations.
8.2.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: Ethnicity and race; Working conditions; Immigration; Military conflict; Economic stability.
8.3.4.A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.3.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States: Ethnicity and race; Working conditions; Immigration; Military conflict; Economic stability.
8.4.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups in world history.
8.4.4.B. Locate historical documents, artifacts, and sites, which are critical to World history.
8.4.4.C. Explain how continuity and change in world history have influenced personal development and identity: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations.
8.4.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted development of the history of the world.

Big Ideas	Essential Questions
• Historical context is needed to comprehend time and space. • Historical interpretation requires an analysis of cause and result.	• How is it possible for different people to interpret an event differently? • What role do multiple causations play in describing a historic event?
Content	**Skills**
• Events leading up to Civil War (abolitionist movement, changes in education, rights for women) • Underground Railroad • Southern states secede from Union • important people of the Civil War: Lincoln, Grant, Lee, Harriet Tubman, Lucretia Mott • Pennsylvania's role in the Civil War (Gettysburg, Chambersburg) • Emancipation Proclamation	• Identify the causes for the Civil War • Defend both the Northern and Southern perspectives on the Civil War • Describe the contributions of important historical figures (Lincoln, Tubman, Grant, Lee, etc.) • Research and cite evidence about important historical figures during the Civil War

Unit #/Title	7/Pennsylvania Government	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
5.1.4.A. Examine school rules and consequences.
5.1.4.B. Explain rules and laws for the classroom, school, community, and state.
5.1.4.C. Explain the principles and ideals shaping local and state government: Liberty/Freedom; Democracy; Justice; Equality.
5.1.4.D. Identify key ideas about government found in significant documents: Declaration of Independence; United States Constitution; Bill of Rights; Pennsylvania Constitution.
5.1.4.F. Identify state symbols, national symbols, and national holidays.
5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.
5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.
5.2.4.D. Describe how citizens participate in school and community activities.
5.3.4.A. Identify the roles of the three branches of government.
5.3.4.B. Describe how the elected representative bodies function in making local and state laws.
5.3.4.C. Identify the services performed by local and state governments.
5.3.4.D. Identify positions of authority at the local and state, and national level.
5.3.4.E. Explain the voting process.
5.3.4.F. Explain how different perspectives can lead to conflict.
5.3.4.G. Identify individual interests and explain ways to influence others.
6.1.4.D. Explain what influences the choices people make.
6.3.4.A. Explain how government responds to social needs by providing public goods and services.
6.3.4.C. Explore ways in which tax revenues are used in the local community.
6.5.4.B. Identify the requirements for different careers and occupations.
8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.

Big Ideas	Essential Questions
• Active citizens understand the workings of government and use that knowledge for the common good.	• Why do we need government? • What are the roles of a citizen in our democracy/ republic?
Content	**Skills**
• 3 branches of PA government (executive, legislative, and judicial) • Role of local governments (municipal, county, school districts) • Governor • Checks and balances • How a bill becomes a law • PA Constitution • PA State Symbols • Voting Process	• Explain the roles of the three branches of government • Identify the current PA governor and local representatives/senators • Describe how a bill becomes a law • Identify PA state symbols

Unit #/Title	8/Economics	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

6.1.4.A. Identify scarcity of resources in a local community.
6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.
6.1.4.C. Illustrate what individuals or organizations give up when making a choice.
6.1.4.D. Explain what influences the choices people make.
6.2.4.A. Explain how a product moves from production to consumption.
6.2.4.B. Determine how sellers compete with one another.
6.2.4.C. Differentiate between monetary and nonmonetary incentives in advertising.
6.2.4.D. Explain the roles of buyers and sellers in determining prices of products.
6.2.4.E. Explain why local businesses open and close.
6.2.4.F. Describe the role of a private economic institution in the local community.
6.2.4.5. Explain the three basic questions all economic systems must answer: What to produce? How? For whom?
6.3.4.A. Explain how government responds to social needs by providing public goods and services.
6.3.4.B. Describe the impact of government involvement in state and national economic activities.
6.3.4.C. Explore ways in which tax revenues are used in local community.
6.4.4.A. List and explain factors that promote specialization and division of labor.
6.4.4.B. Explain why nations trade.
6.5.4.B. Identify the requirements for different careers and occupations.
6.5.4.G. Compare different ways people save.
6.5.4.H. Examine the basic operation of the banking system.

Big Ideas

- Individuals and entities endeavor to obtain goods and services and to accumulate wealth.
- Limited resources and unlimited wants require choices by individuals, groups, and nations.

Essential Questions

- What can a wage earner do to increase his income and accumulate wealth?
- What factors can cause the scarcity of a particular good or service to change?
- Why should an individual, business, or government identify and consider opportunity cost when making an economic decision?
- How does scarcity affect the economic decisions of individuals, businesses, and governments?

Content

- Basic needs and wants
- Scarcity of resources
- Choices
- Goods and services
- Competition among businesses
- Types of manufacturing
- 3 basic questions of economic systems (What to produce, how and for whom)
- Banks and saving

Skills

- Differentiate between basic needs and wants
- Analyze the pros and cons of different production methods
- Evaluate local pizza shops based on price, advertising, and product
- Compare different methods of saving money