

# SOCIAL STUDIES

## Fourth Grade



### Fourth Grade Social Studies Curriculum Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also meeting the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

In the fourth grade, students identify key people, places and events that have shaped their state and region. They learn to explain how changes have affected people and communities. Students identify major landforms, water features and resources, and explain how they have influenced state and regional development. They learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, timelines, etc).

Indiana academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in fourth grade are described below. Skills for thinking, inquiry and participation are integrated throughout.

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The [Grade 4 Indiana Academic Standards for Social Studies](#) serve as the foundation to our curriculum for social studies instruction in Noblesville Schools. These standards are supported through grade-level curriculum maps and materials for all learners.

### Units of Study

*Table 1: Fourth Grade Social Studies Units of Study*

Social Studies Units of Study	Learning Outcomes Learners will...	Reflective Questions that may be included within the unit:
<b>Unit 1: Geography &amp; Early Native Americans</b>	<ol style="list-style-type: none"> <li>1. Identify and describe Indiana’s landforms and water features and the impact of the land and water on where and how people have lived throughout history in Indiana.</li> <li>2. Explain about how people in history have used natural resources and transportation routes to survive.</li> <li>3. Develop understandings about regions of Indiana and the major natural resources that are a part of the state.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does a region’s geography, climate, and natural resources affect the way people live and work?</li> <li>2. What are the geographical features, plants, and animals of Indiana?</li> <li>3. How do people adapt to their environment to survive and thrive?</li> <li>4. What Native American groups lived in Indiana before and during European exploration?</li> </ol>
<b>Unit 2: Indiana Territory, Statehood, and Civics</b>	<ol style="list-style-type: none"> <li>1. Synthesize how during and after the Revolutionary war, key people and events led to continued settlement of Indiana (territories &amp; ordinances).</li> <li>2. Identify and understand key events and people that were involved in the Civil War in Indiana.</li> <li>3. Investigate the historic documents that impacted Indiana becoming a state.</li> <li>4. Identify the roles and responsibilities of state government and citizens.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does the Indiana Constitution establish specific roles in Indiana’s government?</li> <li>2. What process did Indiana take to become a state?</li> <li>3. What challenges did Indiana face as the state developed and expanded?</li> <li>4. What systems establish order and balance?</li> </ol>

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Social Studies Units of Study	Learning Outcomes Learners will...	Reflective Questions that may be included within the unit:
<b>Unit 3: Indiana's Growth and Economics</b>	<ol style="list-style-type: none"> <li>1. Describe how inventions in Indiana impacted society, economy, and the way of life.</li> <li>2. Synthesize how historical events created situations for change/innovation and led to Indiana becoming a hub for economic development.</li> <li>3. Describe Indiana's participation in World War I and World War II.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do challenges encourage change?</li> <li>2. How has Indiana changed over time?</li> <li>3. How have specific events and people influenced the development of Indiana?</li> <li>4. How does supply and demand affect prices of goods and services?</li> </ol>
<b>Unit 4: Modern Indiana</b>	<ol style="list-style-type: none"> <li>1. Describe how important events and movements changed life in Indiana during the early twentieth century.</li> <li>2. Identify how different transportation routes have contributed to the growth of Indiana by connecting us within and outside the state.</li> <li>3. Research and take a position on a public issue relating to Indiana.</li> <li>4. Examine the involvement in Indiana's modern growth and relationships with other parts of the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. What are major transportation routes in Indiana and how have they developed over time?</li> <li>2. What are civic virtues and what is their value in our society?</li> <li>3. How do local and state governments use taxes to provide goods and services for people in their communities?</li> </ol>