

"I Can" Mascoma Social Studies Grade 4 Curriculum



I Have Good SOCIAL STUDIES SKILLS

- I can observe and ask questions about social studies topics.
- I can explain a simple social studies model.
- I can use simple social studies tools.
- I can plan a social studies investigation with my teacher and classmates.

I can explain the results of the data collected during a social studies investigation.

I can use evidence from research to develop a claim about the past.

I know about FRAMING and ADVANCING an INQUIRY

I can frame a compelling question about a Grade 4 Social Studies topic.

I can explain why this compelling question is important to me.

I can generate three or more supporting questions that will help me find an answer for my compelling question.

I can locate two or more sources that may help me answer my question (print or digital).



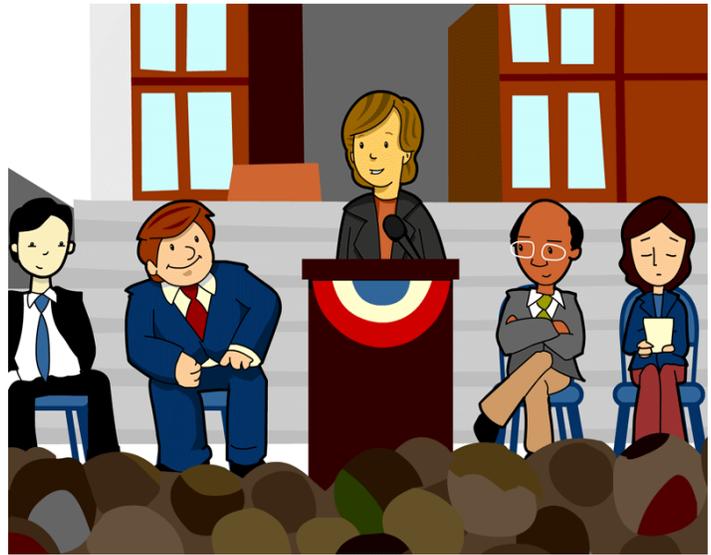
A little primer for my teacher:

Mascoma Standards	<u>RI.4.1</u> - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<u>RI.4.2</u> - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	<u>RI.4.3</u> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<u>RI.4.4</u> - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic.
	<u>RI.4.5</u> - Describe the overall structure (chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts or information in a text.	<u>RI.4.6</u> - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	<u>RI.4.7</u> - Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	<u>RI.4.9</u> - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
	<u>W.4.1</u> -Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<u>W.4.2</u> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	<u>W.4.7</u> - Conduct short research projects that build knowledge through the integration of different aspects of a topic.	<u>W.4.8</u> - Recall information or gather information from print and digital; take brief notes and categorize the information, and provide a list of sources.
	<u>SL 4.1</u> - Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expression their own clearly.	<u>SL 4.4</u> - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speak clearly at an understandable pace.

	<u>SL 4.5</u> - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main idea themes.	
Vocabulary	Topic, supporting question, compelling question, sources	

I Know about CIVICS

- I can state several facts about the NH Constitution:
 - It is the fundamental law of NH
 - All statute laws must comply with the NH Constitution
 - It became effective June 2, 1784
 - The constitution is divided into two parts: a Bill of Rights and a Form of Government



- I can name two or three responsibilities of the officials in each branch of the NH Government.
- I can explain how the NH government relies on the participation of citizens to function.
- I can describe two or three ways in which people benefit from and are challenged by working together in local government.
- I can explain the following civic virtues:
 - **Individual responsibility**- responsibility to family, friends, community
 - **Civility**- treating all people with respect (even if one does not like them or disagrees with them); not insulting others when arguing
 - **Respect for the rights of other individuals**- treating all people with respect, treating all people fairly
 - **Honesty**- telling the truth

- **Respect for the law**- obeying the law even when one is not in complete agreement with every law
- **Civic mindedness**- concern for the well-being of one's community and nation
- **Patriotism**- loyalty to the values of America's Constitution

I can compare my point of view to the point of view of another person or group with civility.

I can explain how rules and laws change society and how people go about changing rules and laws.

I can compare and contrast a contemporary means of changing society with a historical means of bringing about change (type of demonstration, size of demonstration, use of technology available at the time, media influence).

A little primer for my teacher:

Mascoma Standards	<u>RI.4.1</u> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	<u>RI.4.3</u> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	<u>RI.4.9</u> - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.	<u>RI.4.10</u> - By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grade4 complexity band independently and proficiently.
	<u>W.4.1</u> - Write opinion pieces on topics or texts, supporting a point of view with reasons: <ul style="list-style-type: none"> • Introduce the topic or test they are writing about • State an opinion, and create an organizational structure that lists their reasons • Provide reasons that support their opinion 	<u>W.4.2</u> - Write informative/ explanatory texts to examine a topic and convey information clearly: <ul style="list-style-type: none"> • Introduce a topic and group related information, include illustrations when useful to comprehension • Develop the topic with facts, definitions and details • Use linking words and phrases (also, another, and, more, but) to

	<ul style="list-style-type: none"> Use linking words (since, because, therefore) to connect opinions and reasons Provide a concluding statement 	<p>connect ideas within categories of information</p> <ul style="list-style-type: none"> Provide a concluding statement
	<p><u>W.4.7</u>- Conduct short research projects that build knowledge through the integration of different aspects of a topic.</p>	<p><u>W.4.8</u>- Recall information or gather information from print and digital; take brief notes and categorize the information, and provide a list of sources.</p>
	<p><u>SL 4.1</u>- Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expression their own clearly:</p> <ul style="list-style-type: none"> Come to discussion prepared, draw on that preparation to explore ideas under discussion Follow agreed-upon rules for classroom discussion Ask questions to check understanding Stay on topic Link comments to the remarks of others <p>Explain their own ideas and understandings</p>	<p><u>SL 4.4</u>- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speak clearly at an understandable pace.</p> <p><u>SL 4.5</u>- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main idea themes.</p>
Vocabulary	<p>Responsibility, government, officials, Citizens, function, participation, constitution, branches, executive/governor, legislative/congress, judicial/ supreme court, rights, civility, patriotism</p>	

I Know About ECONOMICS

I can list some positive and negative incentives that influence economic decisions that people make (purchases, saving, job choice, etc.)

I can identify a list of resources (human capital, physical capital and natural resources) needed to produce a specific good or service.



- I can explain why some businesses specialize when creating goods or providing services.
- I can explain the role of money in purchasing goods and/or services.
- I can explain how sellers are influenced by external costs.
- I can explain how unemployment influences the economy.
- I can explain how states and countries become interdependent through trading goods.

A little primer for my teacher:

Mascoma Standards	<u>RI.4.1</u> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	<u>RI.4.3</u> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	<u>RI.4.9</u> - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<u>RI.4.10</u> - By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grade4 complexity band independently and proficiently.
	<u>W.4.1</u> - Write opinion pieces on topics or texts, supporting a point of view with reasons.	<u>W.4.2</u> - Write informative/ explanatory texts to examine a topic and convey information clearly.
	<u>W.4.7</u> - Conduct short research projects that build knowledge through the integration of different aspects of a topic.	<u>W.4.8</u> - Recall information or gather information from print and digital; take brief notes and categorize the information, and provide a list of sources.

	<u>SL 4.1</u> - Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expression their own clearly.	<u>SL 4.4</u> - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speak clearly at an understandable pace.
Vocabulary	Costs, benefits, produce, human capital, physical capital, natural resources, specialize, influence, buyer, seller, losses, external costs, unemployment, interdependence	

I Know About GEOGRAPHY



I can construct maps and other geographic representations of familiar and unfamiliar places.

I can use maps of different scales to describe the location of cultural and environmental characteristics.

I can locate each of the ten NH counties and 50 American states on a map and give the region in which the state or county is located (north, south, east, west, central).

I can describe how the cultural and environmental characteristics of a place change over time. (immigration, economic changes, natural disasters, discovery or

resources, etc.)

I can explain why cities and towns are located near certain landforms or near certain natural resources.

□ I can explain the effect that a catastrophic environmental or technological event affects human settlement or migration. (i.e., floods, earthquake, tsunami, tornado, oil spill, nuclear melt-downs, forest fire, etc.)

□ I can explain why environmental characteristics vary among two different given regions (i.e.) Alaska and Florida.

A little primer for my teacher:

Mascoma Standards	<u>RI.4.1</u> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	<u>RI.4.3</u> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	<u>RI.4.9</u> - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<u>RI.4-10</u> - By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grade 4 complexity band independently and proficiently.
	<u>W.4.1</u> - Write opinion pieces on topics or texts, supporting a point of view with reasons.	<u>W.4.2</u> - Write informative/explanatory texts to examine a topic and convey information clearly.
	<u>W.4.7</u> - Conduct short research projects that build knowledge through the integration of different aspects of a topic.	<u>W.4.8</u> - Recall information or gather information from print and digital; take brief notes and categorize the information, and provide a list of sources.
	<u>SL.4.1</u> - Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expression their own clearly.	<u>SL.4.4</u> - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speak clearly at an understandable pace.
Vocabulary	Map key, climate, landforms, features, Counties, Characteristics, representations, affect, Catastrophe, migration, settlement	

I Know About History

I can identify different kinds of historical sources (photographs, documentaries, books, interviews).

I can explain how to use historical sources to study the past (photographs, documentaries, books, interviews).



I can generate questions about a source to find information about the historical event the source represents. (i.e. A photograph of Franklin Pierce's inauguration will lead me to ask about the location, the attendees, the events that led to election, etc.).

I can generate two or three reasons for a historical event or development after reading, hearing or viewing information about the event.

I can give my opinion as to which reason was most important in the cause of an event and cite evidence for my opinion.

I can describe what the following persons contributed to NH history:

- John Mason (1586-1635)- helped settle Strawberry Banke
- Hannah Dustin (1657-1736) -captured by Native Americans. Escaped her captors.
- Benning Wentworth (1696-1770)- first governor of NH.
- Eleazar Wheelock (1711 - 1779) Founded Dartmouth College in 1769.
- John Stark (1728-1822)- American war hero. Author of state motto, "Live Free or Die".
- Daniel Webster (1782-1852). NH statesman from Salisbury.

- Sarah Josepha Hale (1788 - 1879) Wrote the nursery rhyme "Mary Had a Little Lamb." Was a leader suggesting that Thanksgiving be celebrated.
- Franklin Pierce (1804 - 1869) The 14th President of the United States (1853-1857); born in Hillsborough.
- Mary Morse Baker Eddy (1821-1910) religious leader. Founder of Christian Science Monitor
- Robert Frost (1874 - 1963) One of America's most popular and beloved poets, Frost wrote of the people and landscape of New England.
- Alan B. Shepard Jr. (1923 - 1998) Became the first American in space when he orbited the earth in the rocket Freedom 7 in May 1961; born in East Derry.
- Rene Gagnon (1925-1979) One of the marines that raised the flag at Iwo Jima.
- Jonathan Daniels (1939-1965) - Killed in Alabama while supporting the Civil Rights movement.
- Christa McAuliffe (1948 - 1986) Teacher that died in the space shuttle Challenger explosion.

I can prepare a brief presentation on a person from NH who was important in our history (the person does not have to be on the above list).

I can explain why individuals and groups, during the same time period, have different ideas and perspectives. (economic factors, geographical factors, religious factors, age related factors, educational factors, etc.)

A little primer for my teacher:

Mascoma Standards	<u>RI.4.9</u> - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.	<u>RI4-10</u> - By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grade4 complexity band independently and proficiently.
	<u>W.4.1</u> - Write opinion pieces on topics or texts, supporting a point of view with reasons.	<u>W.4.2</u> - Write informative/ explanatory texts to examine a topic and convey information clearly.
	<u>W.4.7</u> - Conduct short research projects that build knowledge	<u>W.4.8</u> - Recall information or gather information from print and digital; take brief notes and categorize

	through the integration of different aspects of a topic.	the information, and provide a list of sources.
	<u>SL 4.1</u> - Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expression their own clearly.	<u>SL 4.4</u> - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes. Speak clearly at an understandable pace.
	<u>RI.4.9</u> - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.	<u>RI4-10</u> - By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grade4 complexity band independently and proficiently.
Vocabulary	Timeline, source, evidence, historical figure, significant, change, factor, perspective	

The text: New Hampshire: Our Home by Julia Baker is the primary Social Studies text for grade 4.