

GRADE 4

Social Studies Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
<p>3. PEOPLE, PLACES, ENVIRONMENTS</p>	<p>Identify natural hazards that occur in the physical environment (e.g. floods, hurricanes, tornadoes, earthquakes) and explain their effect on people who live there</p> <p>Identifies basic physical and human features (e.g. culture, religion, language) of places as they are represented on maps and globes (e.g. land forms, mountains, valleys, state capitals)</p> <p>Explain the difference between urban, suburban and rural areas</p> <p>Compares and contrasts different patterns of land use (e.g. land use in urban, suburban and rural areas)</p> <p>Classify regions according to physical criteria (e.g. location, land features, climate)</p>	<p>-Define regions</p> <p>-Chart natural hazards – include characteristics, locations and effects on people</p> <p>-Using chart discuss similarities and differences</p> <p>-Research the Red Cross helping people in disasters and prepare a speech</p> <p>-Create a geographic dictionary – list features such as land forms, mountains, valleys, bodies of water, canyons, rivers, etc. - identify where they are located in the U.S. - draw or find pictures of some of the features - build models of some of the features</p> <p>-Research what kinds of regions can be classified as human regions (e.g. silicon valley – people have jobs with computers)</p> <p>-Define climate</p> <p>-Create a chart of the climate of different regions</p> <p>-Graph and compare temperatures in various regions</p> <p>-Create regional maps of the U.S. and define the characteristics of each region (location, land features and climate)</p>	<p><u>Night of the Twisters</u> by Ivy Ruckman</p> <p><u>America’s Great Disasters</u> by Martin W. Sandler</p> <p><u>Read & Write Across the US</u> Creative Teaching Press</p> <p><u>The Grand Canyon: The Widest Canyon</u> by Aileen Weintraub</p> <p><u>Scholastic Encyclopedia of the US</u> by Judy Bock & Rachel Kranz</p> <p>Video: Climate Rainbow Educational</p> <p>www.eduplace.com/kids/hmss05/</p> <p><u>Ready to Go Outline Maps</u> Scholastic</p> <p><u>Regions of the USA</u> Mailbox</p>	<p>-Using the chart, students will create a fictional story describing a first person account of living through a natural disaster in a specific region (ELA connect)</p> <p>-Students will create an imaginary map labeling all landforms in appropriate places</p> <p>Speech</p> <p>Write descriptive poems about a particular landform</p> <p>Using content language, and description show understanding of the landform</p> <p>Quiz on vocabulary</p> <p>Map</p> <p>Graph/Chart</p> <p>Map</p>

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4. INDIVIDUAL DEVELOPMENT AND IDENTITY	<p>Explore ancestry to develop an understanding of one’s own identity</p> <p>Explore cultural history – why ancestors came to the U.S.</p>	<p>-Define immigrant</p> <p>-Immigration Day</p> <p>-Skits</p> <p>-News broadcasts</p> <p>-Family trees</p> <p>-Ethnic food celebrations</p> <p>-Ethnic games</p>	<p>Signatures</p> <p>Books: Immigrant Kids - <u>If your Name was Changed at Ellis Island</u> by Ellen Levine, <u>Chaim: The Story of a Russian Émigré</u> – by Trisha Brown</p>	<p>Heritage celebration - research culture of family-present information with speech, explain customs, language, dress and food</p> <p>Immigration Day skits/plays, family tree poster, interview relative, pamphlet</p>
5. INDIVIDUALS, GROUPS AND INSTITUTIONS	<p>Understands why people choose to settle in different places (e.g. job opportunities, available land, climate)</p> <p>Define immigration and migration; analyze reasons why people settle in different locals</p>	<p>-Chart differences and similarities of cultures (immigrants)</p> <p>-Using a graphic organizer, explore why people settle in a specific region and ways they support each other there (use Rhode Island as basis of investigation)</p> <p>-Create a pamphlet to share with newcomers on how immigrants can become part of a new country</p>	<p><u>Children of the Dust Bowl</u> by Jerry Stanley</p>	
6. POWER, AUTHORITY, GOVERNANCE	<p>Knows the branches of the federal government and their responsibilities</p> <p>Knows Rhode Island government, governor, representatives – functions of state government roles and responsibilities of officials</p> <p>Compares similarities and</p>	<p>-Research the roles and responsibilities of elected officials (national, state and local)</p> <p>-Write letters to leaders</p>	<p>-Visit State House</p> <p>-Government website</p> <p>-Local newspapers</p> <p>-Local representatives</p> <p>-The Congress by Carol Greene</p>	<p>Write a job description for officials</p> <p>Create posters or charts to show government responsibilities</p>

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7. PRODUCTION, DISTRIBUTION, CONSUMPTION	<p>differences between state and local government (e.g. governor, mayor, town officials)</p> <p>Identifies the factors that affect the location of economic activities (e.g. resources, transportation, etc.)</p> <p>Explores the development and locations of industries in Rhode Island (e.g. industries that are unique to the state; changes in state industry over time)</p>	<p>-Define or review economy</p> <p>-Create a brochure on why a business should move to your region</p> <p>-Create a business plan – the student needs to start a company to manufacture a simple product based on needs of area and/ or natural resources of the area (ELA integration – advertisement)</p> <p>-Create transportation museum – discuss all modes of transportation from past to present – students build models</p> <p>-Research foods which come from different regions</p> <p>-Create a regional shopping list</p>	<p>Everyone Wears His Name: Biography of Levi Strauss by Sondra Henry & Emily Taitz</p> <p>Mini society</p>	<p>Business plan – does it make sense</p> <p>Poster, speech, project, demonstration of shopping and foods</p>
8. SCIENCE, TECHNOLOGY, SOCIETY	<p>Investigate the effects of technology on Rhode Island over time</p>	<p>-Define technology</p> <p>-Trace why New England became a center for the mills and what led to their decline</p>	<p>The Industrial Revolutions by S. Connolly & B. January</p> <p>Mill by David Macaulay</p> <p>A New England Girlhood by Lucy Larcom</p> <p>Eli Whitney: The Cotton Gin</p>	<p>Quiz or test</p>

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<p>9. GLOBAL CONNECTIONS</p>	<p>Recognizes and utilizes legend (key), distance, latitude and longitude to find locations on a map</p> <p>Identifies and places continents and oceans on maps</p>	<p>-Map skills</p> <p>-Students create a three column chart and list the cities in the first column, note latitude and longitude of each city in the second column and draw a special feature of the city in the third column</p> <p>-Various activities such as games, flashcards, colored maps, battleship type game using latitude and longitude</p>	<p>& American Manufacturing by Regan A. Huff</p> <p>Slater Mill field trip</p> <p>Natural History and Work Museum</p> <p><u>Maps and Geography</u> American Ed Publishers</p>	<p>Imaginary Map</p> <p>Quiz, test</p>
<p>10. CIVIC IDEAS, PRACTICES</p>	<p>Explore the global impact on Rhode Island’s industries and natural resources (e.g. fishing, jewelry, etc.); use current events to discuss and analyze possible reasons</p> <p>Explore the United States influence on our state</p> <p>Know rights and responsibilities as a U.S. citizen</p>	<p>Current events identify issues or problems in Rhode Island that require attention - investigate how it can be addressed by citizens and political leaders</p>	<p>Scholastic Magazine Weekly Reader</p> <p>Providence Journal Newspaper</p> <p>Kent County Times</p>	<p>Current event summaries and/or presentations of articles</p>

