

# New Hampton Curriculum

## New Hampton Community School District

### Social Studies Standards and Benchmarks - SS

#### Fourth Grade

**SS.ES4.1. Culture:** The students will examine the impact of culture and cultural diversity. (MCGF)

**SS.ES4.1A-D benchmarks:**

The student will be able to:

A. Observe, identify and compare similarities and differences in cultures. (HOTS) (GE) (MCGF)

B. Give examples of how cultural experiences are viewed differently by people of various cultures. (GE) (MCGF)

C. Describe ways in which language, stories, music and art express and influence the people of a particular culture. (GE) (MCGF) (CS)

D. Give examples of how universal cultural behaviors are carried out by people of various cultural backgrounds. (GE) (MCGF)

Assessed by: Checklist, Investigation, Student Participation and Teacher Observation

**SS.ES4.2. Time, Continuity, and Change:** The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

**SS.ES4.2A-D benchmarks:**

The student will be able to:

- A. Identify and use various sources for learning about the past. (CS)
- B. Compare and contrast stories or accounts of past events, people, places and situations. (HOTS)
- C. Develop an awareness of different occupations and changing male / female roles. (CE) (NCDG)
- D. Understands that each career has skills, abilities and interests. (ES) (CE)

Assessed by: Posters, Time lines, Maps, Investigation, Student Participation and Teacher Observation

**SS.ES4.3. People, Places and Environment** : The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

**SS.ES4.3A-D** benchmarks:

The student will be able to:

- A. Describe how geography affects where and how people live, their values, culture, wants and needs.(GE) (MCGF)
- B. Estimate distance, identify direction and calculate the scale of various objects. (LS) (HOTS)
- C. Describe how people create places, like neighborhoods, parks, shopping centers, that reflect their values, culture, and wants and needs. (CS) (CE)
- D Explain how the earth's physical features have changed over time and how these changes are connected to each other. (LS) (GE)

Assessed by: Tests, Maps, Student Performance / Product, Self Evaluations and Teacher

## Observation

**SS.ES4.4 Individual Development and Identity** : The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

**SS.ES4.4A-D** benchmarks:

The student will be able to:

- A. List personal connections to community, nation and world. (CE) (ES)
- B. Work independently and cooperatively to accomplish a goal. (CS) (ES) (CE)
- C. Describe how family, groups and community influence the individual's behavior. (CS) (GE)
- D. Knows that different groups have different rules for how members should act. (MCGF) (ES)

Assessed by: Checklist, Student Performance / Product, and Teacher Observation

**SS.ES4.5 Individuals, Groups, and Institutions** : The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

**SS.ES4.5A-D** benchmarks:

The student will be able to:

- A. Identify roles as learned behavior in group situations, such as family and peer groups. (MCGF) (ES)
- B. Explain how laws, religion, peers, and culture influence a person's behavior. (ES) (NCDG) (LS)

C. Identify examples of tension between an individual's beliefs and government policies and the law. (MCGF) (ES) (HOTS)

D. Compare the various forms institutions take in different settings e.g.. family, factories, religion. (ES) (HOTS) (MCGF) (CS) (CE)

Assessed by: Checklist, Student Performance/Product, and Teacher Observation

**SS.ES4.6 Power, Authority, and Governance** : The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

**SS.ES4.6A-C benchmarks:**

The student will be able to:

A. Explain the purpose of government. (LS) (CS)

B. Examine the rights and responsibilities of the citizen in relation to family, peers, school and community. (MCGF) (GE)

C. Identify and describe factors that lead to cooperation and cause disputes between individuals, among groups and nations. (NCDG) (HOTS) (MCGF)

Assessed by: Student Performance / Product, and Teacher Observation

**SS.ES4.7 Production, Distribution, and Consumption:** The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

**SS.ES4.7A-D benchmarks:**

The student will be able to:

A. Provide specific examples of how scarcity and choice influence our personal economic decisions. (ES) (LS)

B. Distinguish between a person's wants and needs. (ES)

C. Use the ideas of price, supply and demand to explain events in New Hampton and the United States. (GE) (ES) (NCDG)

D. Describe how work is specialized and how they contribute to the U.S. economy and world trade. (ES) (NCDG) (GE)

Assessed by: Notebooks, Student Performance / Product, and Teacher Observation

**SS.ES4.8 Science, Technology, and Society:** The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

**SS.ES4.8A-C benchmarks:**

The student will be able to:

A. Describe examples of how technology and science have exchanged people's lives over time and across space. (TECH) (GE) (ES)

B. Suggest ways to monitor science and technology to protect the physical environment, individual rights and common good. (TECH) (GE) (ES) (HOTS)

C. Demonstrate the use of information problem solving skills (The Big Six Skills) to access, evaluate and use information in social studies. (GE) (HOTS) (TECH)

Assessed by: Checklist, Rubric, Student Performance / Product, and Teacher Observation

**SS.ES4.9 Global Connections:** The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

**SS.ES4.9A-D** benchmarks:

The student will be able to:

A. Identify ways in which an individual's life quality is affected by people from other nations. (GE) (CE) (ES) (NCDG)

B. Describe ways in which art, music, and cultural elements can increase global understanding. (GE) (MCGF) (CE) (NCDG)

C. Explore the causes, consequences and potential solutions to today's global environmental concerns. (HOTS) (GE)

D. Explore concerns, issues and conflicts related to human rights, treatment of children and the effects of war. (GE) (CE) (ES) (NCDG)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

**SS.ES4.10 Civic Ideals and Practices:** The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

**SS.ES4.10A-C** benchmarks:

The student will be able to:

A. Develop skills in volunteerism and service to others. (CS, ES) (LS)

B. Demonstrate the cognitive understanding of the Six Pillars of Character Counts: trustworthiness, respect, responsibility, fairness, caring and citizenship. (ES) (CS) (LS) (NCDG)

C. Describe how the rights and responsibilities of citizens operate. (ES) (CS) (LS)

Assessed by: Checklists, Rubrics, Peer Evaluations, Self-Evaluations, and Teacher Observation

**SS.ES4.11 Habits of the Mind:** The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS) (ES) (CE)

**SS.ES4.11A-C** benchmarks:

The student will be able to:

A. Use a variety of records to construct a narrative about their personal or family history. (HOTS) (CS) (GE)

B. Identify situations in their lives that required decisions and evaluate the decisions made in light of their consequences. (HOTS) (CS) (ES)

C. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Planners, Checklists, Student Performance/Product, and Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

## **Materials and Resources**

**Textbook:** *STATES AND REGIONS*, Houghton Mifflin Co., 2005

Textbook Supplementary Materials - Leveled Non fiction books, trade books, overhead transparencies, CD's - Weekly Reader - Career Awareness

**Maps and Globe Materials:** The Nystrom Atlas of Our Country - Desk maps

Complete Program: Binder with Student Activities and Teacher's Guides (Thirty Student Copies)

**Extended Lessons:** Geography, Economics, Citizenship, Famous Americans, Readers' Theater, Literature

**Skill Lessons:** Chart and graph skills, Study Skills, Citizenship Skills, Reading and Thinking Skills

**Visuals:** Maps, Charts/Graphs, Diagrams and Infographics, Timelines, Interpreting fine art

**Assessment Options:** Classroom-based Assessment (written/oral/informal), Rubric for performance assessment, Standardized test practice, Student Self-assessment

States and Regions

(textbook)



## Unit 1 The Land of the United States

Big Idea: People and Places

Chapter 1 What on Earth is Geography? Chapter 2 Understanding Regions

L1 The Geography of Our World L1 What is a Region?

L2 Land and Water L2 Regions of the United States

L3 Resources of the United States L3 Climate Regions

### **Videos/Small Media:**

DV 026395 Elementary Video Adventures: Habitats of the World PI

V 010508 PHYSICAL GEOGRAPHY PI

DV 010251 Geography of the USA IJ

DV 024231 North America: Land and Resources IJ

DV 010191 Challenging Geography: Explorers Discover America IJ

V 016950 NORTH AMERICA: LAND AND RESOURCES IJ

## Unit 2 The East

Big Idea: Freedom

Chapter 3 Exploring the East Chapter 4 Living in the East

L1 Land and Climate L1 What's Special About New England

L2 Resources and Economy L2 What's Special about the Mid-Atlantic

L3 People of the East

### **Videos/Small Media:**

V 016832 MOVING TO AMERICA: THEN AND NOW P

KM 005446 BOXED BOOKS: NORTHEAST STATES PIJ

KM 005494 CLOSE-UP: U.S.A. IJS

DV 000006 NEW ENGLAND REGION IJ

V 007915 NEW ENGLAND STATES IJ

DV 010099 New World Colonized, The IJ

V 005396 NORTHEAST REGION OF THE UNITED STATES IJ

V 015117 NORTHEAST REGION: ENVIRONMENT I

V 015116 NORTHEAST REGION: PEOPLE AND HERITAGE I

DV 010193 Westward Expansion: The Pioneer Challenge IJ

Unit 3 The South

Big Idea: Unity and Diversity

Chapter 5 Exploring the South Chapter 6 Living in the South

L1 Land and Climate L1 What's Special About the Upper South

L2 Resources and Economy L2 What's Special about the Lower South

L3 People of the South

**Videos/Small Media:**

KM 005447 BOXED BOOKS: SOUTHEAST STATES PIJ

DVD 001002 MISSISSIPPI RIVER REGION IJ

V 005397 SOUTHEAST I

DV 000010 SOUTHEAST REGION IJ

DVD 001006 SOUTHEAST REGION IJ

V 015122 SOUTHEAST REGION: ENVIRONMENT I

V 015123 SOUTHEAST REGION: PEOPLE AND HERITAGE I

DV 019444 All About American Geography: The Southeastern Reg IJ

Unit 4 The Midwest

Big Idea: Earning a Living

Chapter 7 Exploring the Midwest Chapter 8 Living in the Midwest

L1 Land and Climate L1 What's Special About the Great Lakes

L2 Resources and Economy L2 What's Special about the Plains

L3 People of the Midwest

**Videos/Small Media:**

KM 005439 BOXED BOOKS: DISCOVERING AMERICA PIJ

KM 005448 BOXED BOOKS: GREAT LAKES STATES PIJ

DVD 001156 GREAT LAKES REGION IJ

V 012507 GREAT LAKES STATES IJ

V 015125 MIDDLE WEST REGION: ENVIRONMENT I

V 015124 MIDDLE WEST REGION: PEOPLE AND HERITAGE I

DV 000022 MIDWEST AND GREAT PLAINS REGION IJ

KM 007122 POLY STATES PI

KM 005450 BOXED BOOKS: PLAINS STATES PIJ

DVD 001158 MIDWEST REGION IJ

Unit 5 The West

Big Idea: Stories of Our Past

Chapter 9 Exploring the West Chapter 10 Living in the West

L1 Land and Climate L1 What's Special About Mountain States

L2 Resources and Economy L2 What's Special about Pacific States

L3 People of the West

**Videos/Small Media:**

DV 022519 All About American Geography: The Pacific Region o IJ

DV 012216 America's Early Years, 1789-1816: An American Nati IJ

KM 005452 BOXED BOOKS: PACIFIC STATES PIJ

KM 005494 CLOSE-UP: U.S.A. IJS

DV 024231 North America: Land and Resources IJ

V 012508 PACIFIC COAST STATES IJ

DVD 001005 PACIFIC REGION IJ

DV 000008 PACIFIC WEST REGION IJ

V 015118 WEST REGION: ENVIRONMENT I

V 015119 WEST REGION: PEOPLE AND HERITAGE I

**Human Resources:**

Geography Bee

Partner in Education

Partner in Agriculture

Boomerang

Guidance

**Field Trips:**

Twin Ponds

Fort Atkinson - Rendezvous Day

Waterloo Children's Theater / Gallagher • Bluedorn Performing Arts Center

Osborne Conservation Center

Small Group opportunities - i.e. invention convention

TriMark

**Partner in Agriculture Activities/Projects:**

- We receive many educational and informative booklets, and other handout centering around agriculture.
- Joanne Tupper shares information about their hog/cattle enterprises. A home video and CD showed the students their farming operation.
- Growing corn and soybeans in Iowa. Showed a home video of the growing process from preparing the field to harvesting. The students had hands-on experience with corn and soybean plants. Toy farm machinery was shared which helped the understanding of it's operation.

## **Partner in Education Activities/Projects**

- Mrs. Bouska and Dungey's Furniture
- Mrs. Fliris and Design Gallery
- Mr. Pagel and Howard Johnson/Super 8

√ Students visited and toured their P.I.E. site of business.

√ P.I.E. incorporated discussions of the six pillars of CHARACTER COUNTS SM

√ P.I.E. shared the importance of reading instructions, writing, being organized and working cooperatively.

√ Students wrote thank you notes, had treats, and made some kind of decoration for their business.

√ Students learned about the specific kinds of jobs there were at each business.

√ P.I.E. person became a Celebrity Reader.

√ P.I.E. gave students carpet samples to use on their *Dream Room* posters. Using a pricing guide students figured out what it would cost to carpet their *Dream Room*.

√ Students filled out job application and had mock interviews with students based on their applications.

√ Small groups of students took turns and helped design a window display.

√ Students did job shadowing.

## **Service Learning at the Fourth Grade Level**

When the program of "BOOMERANG" [a character education program which Mrs. Kriener teaches in fourth grade] has been completed, students will have the opportunity to look for a service project in the community that could be performed by the whole class or individuals in the class. This project is student driven and performed. A reflection paper is written at the end of this service learning activity.

