

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.4.1 Discuss the difference between <i>relative</i> and <i>absolute location</i></p> <p>G.1.4.2 Locate and describe physical characteristics of the six natural <i>regions</i> of Arkansas:</p> <ul style="list-style-type: none">• Arkansas River Valley• Crowley’s Ridge• Mississippi Alluvial Plain• Ozark Mountains (plateau)• West Gulf Coastal Plain• Ouachita Mountains	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 9, Lesson 1; leveled readers• Odyssey: Lesson 458• Other: maps; globes; http://www.encyclopediaofarkansas.net/; http://www.butlercenter.org/index.php; www.eduplace.com/kids/hmss/; Unitedstreaming <p>Key Vocabulary</p> <ul style="list-style-type: none">• relative location• absolute location• region, natural <p>Instructional Strategies</p> <ul style="list-style-type: none">• Use maps to identify the six natural regions in the United States.• Create a chart and identify physical features of each region. <p>MCO</p> <ul style="list-style-type: none">• Using a United States map students will locate their birth place. Group children according to the geographical area they were born. Create a graph to show results.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

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ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.4.3 Locate each of the five regions of the United States and describe each region's major physical features:</p> <ul style="list-style-type: none">• Northeast• Southeast• Midwest• Southwest• West <p>G.1.4.4 Determine absolute locations (latitude and longitude) of places studied using a grid map</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 9, Lesson 1; leveled readers• Odyssey: Lesson 458• Other: maps; globes; http://www.encyclopediaofarkansas.net/; http://www.butlercenter.org/index.php; www.eduplace.com/kids/hmss/; Unitedstreaming <p>Key Vocabulary</p> <ul style="list-style-type: none">• latitude, longitude• grid map• equator, prime meridian, hemispheres <p>Instructional Strategies</p> <ul style="list-style-type: none">• Use maps and globes to identify the five regions in the United States.• Create a chart and identify physical features of each region.• Identify lines of latitude and longitude. <p>MCO</p> <ul style="list-style-type: none">• Using a United States map students will locate their birth place. Group children according to the geographical area they were born. Create a graph to show results.

Multicultural Concepts

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Assessments

Classroom assessments - Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.4.5 Locate several countries in each of the four hemispheres</p> <p>G.1.4.6 Explain the difference between a continent and a country</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 9, Lesson 1; leveled readers• Odyssey: Lesson 484, 461• Other: http://www.encyclopediaofarkansas.net/; http://www.butlercenter.org/index.php; www.brainpop.com <p>Key Vocabulary</p> <ul style="list-style-type: none">• equator• prime meridian• hemispheres• continent• country <p>Instructional Strategies</p> <ul style="list-style-type: none">• Using a globe locate the equator, prime meridian, and hemispheres <p>MCO</p> <ul style="list-style-type: none">• Students will research a country of interest. They will share their findings with the class. (Ex. language, traditions, etc.)

Multicultural Concepts

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Assessments

Classroom assessments - Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do geographical factors influence our interdependency in the world?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.4.7 Locate major mountain ranges in the United States:</p> <ul style="list-style-type: none">• Appalachian• Rocky <p>G.1.4.8 Locate major mountain ranges in the world:</p> <ul style="list-style-type: none">• Andes• Alps• Himalayas• Rocky	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 9, Lesson 1; Chapter 4, Lesson 2; leveled readers• Odyssey: Lesson 469, 554• Other: maps; globes; http://www.encyclopediaofarkansas.net/; http://www.butlercenter.org/index.php; www.unitedstreaming.com <p>Key Vocabulary</p> <ul style="list-style-type: none">• equator, prime meridian, hemispheres• continent, country,• Andes, Alps, Himalayas, Rockies <p>Instructional Strategies</p> <ul style="list-style-type: none">• Locate the equator, prime meridian, and hemispheres on a globe.• On a map label the major mountain ranges in the world. <p>MCO</p> <ul style="list-style-type: none">• Students will predict the type of clothing and housing of people living close to the equator.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

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Classroom assessments - Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.4.9 Locate major river in the United States:</p> <ul style="list-style-type: none">• Mississippi• Ohio• Arkansas• Hudson• Missouri• Colorado	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 1, Lesson 2; Chapter 9, Lesson 2; leveled readers• Odyssey:• Other: maps; http://www.encyclopediaofarkansas.net/; http://www.butlercenter.org/index.php. <p>Key Vocabulary</p> <ul style="list-style-type: none">• Mississippi, Ohio• Hudson, Missouri• Colorado, Arkansas <p>Instructional Strategies Locate and label rivers in the United States.</p> <p>MCO</p> <ul style="list-style-type: none">• Discuss life on the Mississippi River.• Compare and contrast with life on the Nile River. (Memphis, TN and Memphis, Egypt)

Multicultural Concepts

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
G.1.4.10 Locate major rivers in the world: <ul style="list-style-type: none">• Nile• Amazon• Mississippi• Yangtze• Ganges• Volga• Rhine	Resources <ul style="list-style-type: none">• Houghton Mifflin: Chapter 9, Lesson 1; leveled readers• Odyssey: Lesson 562• Other: http://www.encyclopediaofarkansas.net/; http://www.butlercenter.org/index.php Key Vocabulary <ul style="list-style-type: none">• Nile, Amazon• Mississippi• Yangtze, Ganges• Volga, Rhine Instructional Strategies <ul style="list-style-type: none">• Locate the major rivers in the world on a map. MCO <ul style="list-style-type: none">• In a cooperative group, students will use yarn to create a representation of a major river in the world. (ex. 1 in. = 1 mile)

Multicultural Concepts

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STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: What tools do we use to understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
G.1.4.11 Explore weather changes in various regions G.1.4.12 Explain the purpose of <i>historical</i> and <i>political</i> maps	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 1, Lesson 2; Chapter 9, Lesson 1; Chapter 10, Lesson 1; Chapter 11, Lesson 1; leveled readers• Odyssey: Lesson 465• Other: globes; world maps; http://www.encyclopediaofarkansas.net/; http://www.butlercenter.org/index.php <p>Key Vocabulary</p> <ul style="list-style-type: none">• climate• weather• seasons <p>Instructional Strategies</p> <ul style="list-style-type: none">• Explore weather changes in various regions. <p>MCO</p> <ul style="list-style-type: none">• Students will predict what type of clothing people wear in different regions of the world.

Multicultural Concepts

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.4.13 Utilize the map <i>legend/key</i> to interpret <i>historical</i> and <i>political maps</i></p> <p>G.1.4.14 Interpret a map using <i>cardinal</i> and <i>intermediate directions, map scales, legends, and titles</i> to locate places on contemporary maps</p> <p>G.1.4.15 Identify and label <i>political map</i> features:</p> <ul style="list-style-type: none">• boundaries• Capitols• Cities <p>G.1.4.16 Create a political map that includes the following:</p> <ul style="list-style-type: none">• Title• Compass rose• Legend/key	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 1, Lesson 1; Chapter 9, Lesson 2; leveled readers• Odyssey: Lesson 475• Other: maps; http://www.encyclopediaofarkansas.net/; http://www.butlercenter.org/index.php. <p>Key Vocabulary</p> <ul style="list-style-type: none">• historical map, political map• key, legend• cardinal directions, intermediate directions• compass rose, scales, legends, titles <p>Instructional Strategies</p> <ul style="list-style-type: none">• Interpret historical and political maps.• Interpret a map using cardinal and intermediate directions, map scales, legends, and titles to locate places on contemporary maps.• Identify and label a political map.• Create a political map. <p>MCO</p> <ul style="list-style-type: none">• Students will work in cooperative groups to create historical/political maps. Groups will exchange maps and compare and contrast information.

Multicultural Concepts

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Assessments

Classroom assessments - Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 2 (PERMANENT UNDERSTANDING): Culture and Diversity

Students shall develop an understanding of how cultures around the world develop and change.

ESSENTIAL QUESTION: How do cultures develop and change?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.2.4.1 Research elements of <i>culture</i> in a community, state, or nation (e.g., food, clothing, housing, language, sports/recreation, customs, traditions, art, music, religion)</p> <p>G.2.4.2 Describe the <i>cultural</i> characteristics of diverse populations in the United States</p> <p>G.2.4.3 Discuss the advantages and disadvantages of life in a <i>suburban</i> area</p> <p>G.2.4.4 Compare and contrast the human characteristics of early settlements and contemporary communities in the five <i>regions</i> of the United States</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 2, Lessons 1-2; Chapter 5, Lesson 1-3; Chapter 6, Lesson 2; Chapter 9, Lesson 2; Chapter 10, Lesson 1; Chapter 11, Lesson 1-3• Odyssey:• Other: http://www.encyclopediaofarkansas.net/; www.brainpop.com; http://www.butlercenter.org/index.php; www.unitedstreaming.com <p>Key Vocabulary</p> <ul style="list-style-type: none">• customs, traditions, religions• community, state, nation• culture, diversity• city, suburb, settlements• contemporary, tenacity, resourceful <p>Instructional Strategies</p> <ul style="list-style-type: none">• Given different scenarios students will identify elements of cultural characteristics. <p>MCO</p> <ul style="list-style-type: none">• Students will create a family tree to share with the class.

Multicultural Concepts

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 3 (PERMANENT UNDERSTANDING): Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

ESSENTIAL QUESTION: Why do economic and cultural factors cause people to move and explore other areas?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.3.4.1 Examine different types of transportation and communication links between communities in Arkansas</p> <p>G.3.4.2 Discuss the reasons for human settlement patterns (e.g., jobs, climate, family)</p> <p>G.3.4.3 Explain how communities share ideas and information with each other</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 1, Lesson 1; Chapter 2, Lesson 1-2; Chapter 3, Lesson 2; Chapter 4, Lesson 2; Chapter 5, Lesson 3• Odyssey: Lesson 596• Other: http://www.butlercenter.org/index.php; http://www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• transportation, communication• human settlement, jobs• climate, family, community <p>Instructional Strategies</p> <ul style="list-style-type: none">• Develop an understanding between transportation, communication, and settlement patterns. <p>MCO</p> <ul style="list-style-type: none">• Students will plan a trip to a rural and an urban community in Arkansas. Predict what each community will be like.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 3 (PERMANENT UNDERSTANDING): Interaction of People and the Environment

Students shall develop an understanding of the interactions between people and their environment.

ESSENTIAL QUESTION: How does the geography of a region affect the people that live there?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.3.4.4 Explain how people are influenced by, adapt to, and alter the environment (e.g., agriculture, housing, occupation, industry, transportation, communication, acid rain, global warming, ozone depletion)</p> <p>G.3.4.5 Describe the social impact of extreme natural events on human and physical environments (e.g., fires, volcanoes, earthquakes, floods, hurricanes, tornados, tsunamis)</p> <p>G.3.4.6 Research ways in which the school and community can improve the physical environment by practicing conservation</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 1, Lesson 3 Chapter 2, Lesson 1 Chapter 5, Lesson 1-2, Chapter 6, Lesson 1 Chapter 9, Lesson 1 Chapter 10, Lesson 1 Chapter 11, Lesson 1-3• Odyssey: Lesson 626(global warming)• Other: www.brainpop.com; www.encyclopediaofarkansas.net/; www.unitedstreaming.com, www.butlercenter.org/index.php <p>Key Vocabulary</p> <ul style="list-style-type: none">• environment, ozone depletion, global warming, acid rain, industry• community, housing, occupation, communication, transportation• agriculture, conservation, recycle, reuse, reduce <p>Instructional Strategies</p> <ul style="list-style-type: none">• Develop an understanding of how people are influenced by, adapt to, and alter the environment (e.g. fires, volcanoes, earthquakes, floods, hurricanes, tornados, tsunamis)• Classify ways to improve the school and community environment. <p>MCO</p> <ul style="list-style-type: none">• In cooperative groups, students will research a natural disaster and identify adaptations made by affected populations.

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Assessments

Classroom assessments - Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Civics

CONTENT STANDARD 4 (PERMANENT UNDERSTANDING): Government

Students shall develop an understanding of the forms and roles of government.

ESSENTIAL QUESTION: Why is the political process important, and how can people participate?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>C.4.4.1 Compare and contrast the purpose and function of government at the local, state, and federal levels</p> <p>C.4.4.2 Compare responsibilities of local, state, and federal government officials</p> <p>C.4.4.3 Identify the three branches of government:</p> <ul style="list-style-type: none">• Executive• Legislative• Judicial <p>C.4.4.4 Describe how United States citizens apply fundamental principles of democracy (e.g., people rule themselves, power of government limited by law, people exercise their authority directly through voting and indirectly through elected officials)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 7, Lesson 1-3; Chapter 5, Lesson 2• Odyssey: Lessons 569, 388, 415, 579, 583, 417• Other: www.unitedstreaming.com, www.butlercenter.org/index.php; www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• Executive, Judicial, Legislative,• responsibilities, elected, voting, officials, armed services• local government, state government, federal government,• socialism, communism, democracy <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identify and classify levels of government(local, state, federal)• Identify the three branches of government(executive, legislative, judicial)• Identify the rights and responsibilities of citizens <p>MCO</p> <ul style="list-style-type: none">• Students will create a poem about the rights that United States citizens enjoy.

Multicultural Concepts

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Assessments

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Civics

CONTENT STANDARD 4 (PERMANENT UNDERSTANDING): Government

Students shall develop an understanding of the forms and roles of government.

ESSENTIAL QUESTION: What are different forms of government throughout the world?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
C.4.4.5 Recognize that there are different forms of government throughout the world	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 7, Lesson 3; leveled readers• Odyssey:• Other: www.unitedstreaming.com; www.butlercenter.org; www.encyclopediaofarkansas.net/; www.brainpop.com <p>Key Vocabulary</p> <ul style="list-style-type: none">• government,• democracy, socialism, communism <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identify the characteristics of different forms of world governments <p>MCO</p> <ul style="list-style-type: none">• Using a Venn diagram, compare and contrast the United States government with another form of government.• Working in groups, students will list ways their community might be different if they had a different form of government. Using their list, students will create and perform a skit showing their new community.

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Assessments

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Civics

CONTENT STANDARD 5 (PERMANENT UNDERSTANDING): Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

ESSENTIAL QUESTION: Who are the founding fathers of the United States and what is the purpose of the founding documents?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>C.5.4.1 Identify and explain the role of the Founding Fathers in writing the founding documents:</p> <ul style="list-style-type: none">• Benjamin Franklin• John Hancock• Thomas Jefferson• James Madison• George Washington <p>C.5.4.2 Identify and explain the purpose of the founding documents:</p> <ul style="list-style-type: none">• Declaration of Independence• Articles of Confederation• United States Constitution	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 4, Lesson 1; Chapter 7, Lesson 1; leveled readers• Odyssey: Lessons 432, 593, 569, 512, 323, 331, 522, 738, 714, 486, 463• Literature: <u>Shh! We're Writing the Constitution</u> by Jean Fritz• Other: www.unitedstreaming.com, www.butlercenter.org/index.php; www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• Declaration of Independence• Articles of Confederation• United States Constitution• founding fathers <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identify and explain the role of the founding fathers in writing the founding documents <p>MCO</p> <ul style="list-style-type: none">• Students will write a speech that they would have given as a delegate at the Constitutional Convention.

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Civics

CONTENT STANDARD 5 (PERMANENT UNDERSTANDING): Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

ESSENTIAL QUESTION: Why is the political process important, and how can people participate?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>C.5.4.3 Examine the meaning of the Pledge of Allegiance</p> <p>C.5.4.4 Examine characteristics needed for active citizenship</p> <p>C.5.4.5 Analyze components of the election process:</p> <ul style="list-style-type: none">• candidacy• primary• general <p>C.5.4.6 Demonstrate the proper flag etiquette for the American flag</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 7, Lesson 1-3; leveled readers• Odyssey: Lessons 544, 360• Literature: <u>Becoming a Citizen</u> by Sarah DeCapua, 2002• Other: http://www.unitedstreaming.com, www.encyclopediaofarkansas.net/; www.butlercenter.org <p>Key Vocabulary</p> <ul style="list-style-type: none">• republic, rights, responsibility, patriotism, loyalty• pledge, allegiance, taxes, citizenship, Bill of Rights• ballot, candidates, primary election, general election,• candidacy, etiquette, voting, volunteering <p>Instructional Strategies</p> <ul style="list-style-type: none">• Develop an understanding of effective citizenship <p>MCO</p> <ul style="list-style-type: none">• After studying the American and Arkansas flags, students will create a flag to represent their family.

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ESSENTIAL QUESTION: How has Arkansas changed over time?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.1 Discuss the meaning of the state motto of Arkansas</p> <p>H.6.4.2 Examine the history of the State Seal of Arkansas and its components</p> <p>H.6.4.3 Examine historical settlements in Arkansas:</p> <ul style="list-style-type: none">• Arkansas Post• Old Washington• Fort Smith	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 3, Lesson 2; Chapter 4, Lesson 3; Chapter 7, Lessons 2-3; leveled readers• Odyssey:• Other: www.unitedstreaming.com; www.butlercenter.org; www.fiftystates.com; www.encyclopediaofarkansas.net/; www.sosweb.state.ar.us, <p>Key Vocabulary</p> <ul style="list-style-type: none">• state motto, state seal, components• historical settlements• Arkansas Post, Old Washington, Fort Smith <p>Instructional Strategies</p> <ul style="list-style-type: none">• Explain the meaning of the state motto and the state seal <p>MCO</p> <ul style="list-style-type: none">• Each child will create his or her own motto and explain it to the class.

Multicultural Concepts

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Assessments

Classroom assessments - Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ESSENTIAL QUESTION: How does conflict promote civic participation?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.4 Name the major causes of the American Revolutionary War:</p> <ul style="list-style-type: none">• taxation• distance• lack of communication <p>H.6.4.5 Identify George Washington as the lead general in the Revolutionary War</p> <p>H.6.4.6 Identify events that led to Arkansas' involvement in the Civil War:</p> <ul style="list-style-type: none">• excise taxes• state's rights• slavery	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 4, Lesson 1; Chapter 5, Lesson 1; leveled readers• Odyssey: Lessons 367, 551, 480, 471, 489, 492, 506, 511, 567, 555, 674, 654• Other: www.unitedstreaming.com; www.butlercenter.org; www.encyclopediaofarkansas.net/; www.arkansashistory.com <p>Key Vocabulary</p> <ul style="list-style-type: none">• Revolutionary War, taxation,• distance, slavery, excise taxes <p>Instructional Strategies</p> <ul style="list-style-type: none">• Discover the causes and effects of war in early America <p>MCO</p> <ul style="list-style-type: none">• Organize students in groups. Have each group create a poster that explains differences between the North and the South in the mid - 1800s. Posters should include both words and pictures.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.7 Identify major historical events that occurred during the 20th century (e.g., World War I, Great Depression, World War II, space exploration, civil rights)</p> <p>H.6.4.8 Discuss how differences between people lead to conflict (e.g., social, political, economic)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 5, Lesson 1-3; Chapter 6, Lesson 1; leveled readers• Odyssey:• Other: www.unitedstreaming.com; www.butlercenter.org; www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• World War I, World War II, Great Depression• space exploration, ethnicity, political affiliation, tribal relationships• standard of living, wealth, envy, social class <p>Instructional Strategies</p> <ul style="list-style-type: none">• Develop an understanding of how differences between people (e.g. social, political, economic) lead to conflict <p>MCO</p> <ul style="list-style-type: none">• Help students make a chart of civil rights leaders. Charts should include the name of each leader and his or her main accomplishment.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ESSENTIAL QUESTION: How has Arkansas changed over time?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.9 Evaluate data presented on a <i>timeline</i> of Arkansas history</p> <p>H.6.4.10 Examine <i>artifacts</i> relating to events in Arkansas history</p> <p>H.6.4.11 Discuss advances in technology (e.g., communications, space travel, medical)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 2, Lesson 1-2; Chapter 3, Lesson 1-2; Chapter 5, Lesson 1-3; Chapter 9, Lesson 1-2; Chapter 10, Lesson 1• Odyssey: Lessons 40891, 40893 (Paleo period)• Other: www.encyclopediaofarkansas.net/; www.arkansashistory.com <p>Key Vocabulary</p> <ul style="list-style-type: none">• timeline, data, artifacts, archeologist• Paleo period, Archaic period• migrate, space travel• technology, communications• medicine <p>Instructional Strategies</p> <ul style="list-style-type: none">• Discuss historical and physical changes that have taken place in Arkansas that have affected Arkansas and its people. <p>MCO</p> <ul style="list-style-type: none">• Students will create a timeline of events in their life.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.12 Analyze changes in Arkansas from past to present</p> <p>H.6.4.13 Understand the transition of the thirteen colonies into thirteen separate states</p> <p>H.6.4.14 Identify and describe the Arkansas Indian Tribes:</p> <ul style="list-style-type: none">• Osage• Quapaw• Caddo <p>H.6.4.15 Identify the reasons for the decline of the native populations of Arkansas (e.g., influenza, small pox, competition for land)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 2, Lesson 1-2; Chapter 3, Lesson 2; Chapter 4, Lesson 1, 3; Chapter 5, Lesson 2; leveled readers• Odyssey: Lessons 331, 522, 544, 360 (Continental Congress)• Other: www.encyclopediaofarkansas.net/; www.arkansasashistory.com; www.unitedstreaming.com/; www.butlercenter.org <p>Key Vocabulary</p> <ul style="list-style-type: none">• past, present, colonies, state, transition, influenza, small pox• First Continental Congress, Second Continental Congress• Native Americans, Osage, Quapaw, Caddo <p>Instructional Strategies</p> <ul style="list-style-type: none">• Describe transitions of thirteen colonies into thirteen separate states.• Discuss the Native American populations found in Arkansas. <p>MCO</p> <ul style="list-style-type: none">• Ask small groups of students to research the Caddo, Quapaw, Osage, or Tunica in the library or with the internet.• Have students use cardboard, clay, and other classroom materials to make a diorama of a village or town.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ESSENTIAL QUESTION: Why did social adaptations occur during westward expansion?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.16 Describe how new forms of transportation and communication impacted the Westward Expansion of the United States (e.g., pony express, railroads, telegraphs)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 11, Lesson 3; leveled readers• Odyssey:• Other: www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• Pony Express, railroads,• telegraphs, communication• westward expansion, transportation <p>Instructional Strategies</p> <ul style="list-style-type: none">• Discuss how new forms of transportation and communication impacted the Westward Expansion of the United States <p>MCO</p> <ul style="list-style-type: none">• Students will listen to songs related to the Old West (cowboy songs) and make up original lyrics to one of the existing songs.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ESSENTIAL QUESTION: How did exploration and settlement impact existing cultures and places?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.17 Identify areas in Arkansas that were explored by the following:</p> <ul style="list-style-type: none">• Hernando Desoto• La Salle/De Tonti• Marquette• Joliet <p>H.6.4.18 Identify European nations that claimed authority over territorial Arkansas:</p> <ul style="list-style-type: none">• France• Spain	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 3, Lesson 1-2; leveled readers• Odyssey:• Other: www.butlercenter.org; www.unitedstreaming.com; www.arkansashistory.com; www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• territories• claim• authority <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identify areas in Arkansas that were explored by the following: Hernando Desoto, La Salle/De Tonti Marquette, Joliet <p>MCO</p> <ul style="list-style-type: none">• Students will create a timeline of early explorers and include their nationality and accomplishments.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ESSENTIAL QUESTION: How did Westward expansion impact the development of our country?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.19 Discuss the causes and effects of Westward Expansion (e.g., economic opportunity, resources, forced removal, unclaimed lands, religion)</p> <p>H.6.4.20 Compare the area of the United States before and after the Louisiana Purchase</p> <p>H.6.4.21 Identify the following individuals and their roles in the Louisiana Purchase:</p> <ul style="list-style-type: none">• Thomas Jefferson• Napoleon• Lewis and Clark• Sacagawea	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 4, Lessons 1-3; Chapter 11, Lesson 2-3; leveled readers• Odyssey:• Other: www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• economic opportunity, resources, forced removal,• unclaimed lands, religion, Louisiana Purchase <p>Instructional Strategies</p> <ul style="list-style-type: none">• Compare and contrast the area of the United States before and after the Louisiana Purchase <p>MCO</p> <ul style="list-style-type: none">• Organize students into five groups. Assign an important person from the events around the Louisiana Purchase to each group: President Jefferson, Napoleon Bonaparte, Meriwether Lewis, William Clark, and Sacagawea. Students will write a short speech for the person, stating what they did.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ESSENTIAL QUESTION: Why do economic and cultural factors cause people to move and explore other areas?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.4.22 Discuss similarities and differences among the American Indians and Pilgrims:</p> <ul style="list-style-type: none">• housing• clothing• foods• traditions• tools	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 11, Lesson 1; leveled readers• Odyssey:• Other: www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• American Pilgrims• Indians• wigwams• adobe or pueblos <p>Instructional Strategies</p> <ul style="list-style-type: none">• Compare and contrast American Indians and Pilgrims: housing, clothing, foods, traditions, tools <p>MCO</p> <ul style="list-style-type: none">• Have small groups of students prepare a dramatic scene to show how trade may have occurred between American Indians and Europeans.• Students should discuss the relative worth of different items and include these discussions in their scenes. Students may want to collect props for their scenes.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 7 (PERMANENT UNDERSTANDING): Choices

Students shall analyze the cost and benefits of making economic choices.

ESSENTIAL QUESTION: How are economic decisions influenced?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.7.4.1 Evaluate the priority of economic wants and consequences of the <i>opportunity cost</i> (see also E.7.4.3 and E.8.4.1)	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 8, Lesson 2; leveled readers• Odyssey: Lessons 596,366• Other: www.butlercenter.org; www.unitedstreaming.com; www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• opportunity cost, economic wants,• productivity, human capital• consequences, priority, decision• alternatives, criteria, evaluate, decision <p>Instructional Strategies</p> <ul style="list-style-type: none">• Recognize and use the decision making model to make an economic decision: state the problem, list the alternatives, state the criteria, evaluate the criteria, and make a decision. <p>MCO</p> <ul style="list-style-type: none">• Working in small groups, have students look at tags or labels on school supplies, shoes, clothes, toys, electronic devices, and other items they use to make a list of products from other countries.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 7 (PERMANENT UNDERSTANDING): Choices

Students shall analyze the cost and benefits of making economic choices.

ESSENTIAL QUESTION: How are economic decisions influenced?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>E.7.4.3 Recognize and use the <i>decision making model</i> to make an economic decision:</p> <ul style="list-style-type: none">• state the problem• list the alternatives• state the criteria• evaluate the criteria• make a decision <p>(see also E.7.4.1 and E.8.4.1)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 8, Lesson 2; leveled readers• Odyssey: Lessons 596,366• Other: www.butlercenter.org; www.unitedstreaming.com; www.encyclopediaofarkansas.net/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• opportunity cost, economic wants,• productivity, human capital• consequences, priority, decision• alternatives, criteria, evaluate, decision <p>Instructional Strategies</p> <ul style="list-style-type: none">• Recognize and use the decision making model to make an economic decision: state the problem, list the alternatives, state the criteria, evaluate the criteria, and make a decision. <p>MCO</p> <ul style="list-style-type: none">• Working in small groups, have students look at tags or labels on school supplies, shoes, clothes, toys, electronic devices, and other items they use to make a list of products from other countries.

Multicultural Concepts

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Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 8 (PERMANENT UNDERSTANDING): Resources

Students shall evaluate the use and allocation of human, natural, and capital resources.

ESSENTIAL QUESTION: How are economic decisions influenced?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>E.8.4.2 Compare the increase in <i>productivity</i> when improved <i>human capital</i> is available</p> <p>E.8.4.3 Examine the impact of <i>scarcity</i> of <i>natural resources</i> on production decisions</p> <p>E.8.4.4 Analyze how <i>capital resources</i> are used to produce <i>goods</i> and <i>services</i></p> <p>E.8.4.5 Identify Arkansas <i>entrepreneurs</i></p> <p>E.8.4.6 Describe how profit is an incentive for entrepreneurship</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 8, Lesson 2; Chapter 1, Lesson 3; Chapter 6, Lesson 1; leveled readers• Odyssey: Lesson 413• Other: www.encyclopediaofarkansas.net/; www.arkansashistory.com/; www.brainpop.com <p>Key Vocabulary</p> <ul style="list-style-type: none">• productivity, human capital, scarcity,• capital resources, natural resources,• decision, goods, services, entrepreneurs, incentive, profit <p>Instructional Strategies</p> <ul style="list-style-type: none">• Demonstrate how capital resources are used to produce goods and services.• Investigate how capital resources are used to produce goods and services. <p>MCO</p> <ul style="list-style-type: none">• Students will work with a partner to learn about trade between the United States and other countries. Write a report detailing why the United States trades with other countries and how trade affects daily life in the United States and Arkansas.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments - Teacher Observations

Grade/Subject: Fourth Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

ESSENTIAL QUESTION: How are economic decisions influenced?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>E.9.4.1 Discuss the characteristics of money:</p> <ul style="list-style-type: none">• <i>portability</i>• <i>divisibility</i>• <i>durability</i>• <i>uniformity</i> <p>E.9.4.2 Describe the reasons for saving money in a financial institution:</p> <ul style="list-style-type: none">• interest• safety <p>E.9.4.3 Research the <i>productive resources</i> that go into the production of a product</p> <p>(see also E. 9.4.7)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 8, Lesson 1-2; leveled readers• Odyssey: Lesson 622, 400 (money)• Other: www.encyclopediaofarkansas.net/; Invite a representative from a local financial institution to speak with students. <p>Key Vocabulary</p> <ul style="list-style-type: none">• portability, divisibility, durability, uniformity, financial institution,• natural resources, human resources, capital resources, productive resources,• supply, demand, community, money, saving, interest, product <p>Instructional Strategies</p> <ul style="list-style-type: none">• Discuss the characteristics of money and explain the importance of secure financial institutions. <p>MCO</p> <ul style="list-style-type: none">• Have pairs of students make cartoon strips that show themselves using a service that the bank provides, such as depositing money and then later taking money out to buy a favorite item.

Multicultural Concepts

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Assessments

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

ESSENTIAL QUESTION: How do economic factors influence our interdependency in the world?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>E.9.4.4 Research public <i>goods</i> and <i>services</i> that are provided by taxes</p> <p>E.9.4.5 Explain why countries trade</p> <p>E.9.4.6 Explain the benefits of <i>specialization</i> and <i>interdependence</i></p> <p>(see also E.7.4.2, E.9.4.8, and E.9.4.9)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 3, Lesson 1; Chapter 5, Lesson 1; Chapter 7, Lesson 1-2; Chapter 8, Lessons 1-2; Chapter 9, Lesson 2; leveled readers• Odyssey: Lessons 373, 600 (taxes)• Other: www.encyclopediaofarkansas.net/; www.butlercenter.org; www.unitedstreaming.org <p>Key Vocabulary</p> <ul style="list-style-type: none">• goods, services, taxes, foreign trade, benefit, supply, demand,• country, specialization, interdependence, community,• inflation, benefit, scarcity, exploration <p>Instructional Strategies</p> <ul style="list-style-type: none">• Develop an understanding of why countries trade and the benefits of specialization and interdependence. <p>MCO</p> <ul style="list-style-type: none">• Organize students into groups of four to six. Have each group write a skit that shows the interaction of French traders with the American Indians. Tell students that their skits should show which items each group might have traded and why.

Multicultural Concepts

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Assessments

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets

Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ESSENTIAL QUESTION: How are economic decisions influenced?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>E.9.4.7 Discuss the effect of <i>supply and demand</i> in a community</p> <p>(see also E.9.4.1, E.9.42, and E.9.4.3)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Chapter 8, Lesson 1-2; leveled readers• Odyssey: Lesson 622, 400 (money)• Other: www.encyclopediaofarkansas.net/; Invite a representative from a local financial institution to speak with students. <p>Key Vocabulary</p> <ul style="list-style-type: none">• portability, divisibility, durability, uniformity, financial institution,• natural resources, human resources, capital resources, productive resources,• supply, demand, community, money, saving, interest, product <p>Instructional Strategies</p> <ul style="list-style-type: none">• Discuss the characteristics of money and explain the importance of secure financial institutions. <p>MCO</p> <ul style="list-style-type: none">• Have pairs of students make cartoon strips that show themselves using a service that the bank provides, such as depositing money and then later taking money out to buy a favorite item.

Multicultural Concepts

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Assessments

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets

Students shall analyze the exchange of *goods* and *services* and the roles of governments, businesses, and individuals in the *market* place.

ESSENTIAL QUESTION: How do economic factors influence our interdependency in the world?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.9.4.8 Define <i>inflation</i> E.9.4.9 Identify imported and exported <i>goods</i> (see also E.7.4.2, E.9.4.4, E.9.4.5, and E.9.4.6)	Resources <ul style="list-style-type: none">• Houghton Mifflin: Chapter 3, Lesson 1; Chapter 5, Lesson 1; Chapter 7, Lesson 1-2; Chapter 8, Lessons 1-2; Chapter 9, Lesson 2; leveled readers• Odyssey: Lessons 373, 600 (taxes)• Other: www.encyclopediaofarkansas.net/; www.butlercenter.org; www.unitedstreaming.org Key Vocabulary <ul style="list-style-type: none">• goods, services, taxes, foreign trade, benefit, supply, demand,• country, specialization, interdependence, community,• inflation, benefit, scarcity, exploration Instructional Strategies <ul style="list-style-type: none">• Develop an understanding of why countries trade and the benefits of specialization and interdependence. MCO <ul style="list-style-type: none">• Organize students into groups of four to six. Have each group write a skit that shows the interaction of French traders with the American Indians. Tell students that their skits should show which items each group might have traded and why.

Multicultural Concepts

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Assessments

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

ESSENTIAL QUESTION: How do the tools we use help us understand geography?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.9.4.10 List exported <i>goods</i> associated with Arkansas (e.g., rice, chicken, auto parts) E.9.4.11 Explain how foreign trade affects daily life	Resources <ul style="list-style-type: none">• Houghton Mifflin: Chapter 8, Lesson 1; leveled readers• Odyssey:• Other: www.unitedstreaming.com; www.butlercenter.org; www.encyclopediaofarkansas.net/; www.brainpop.com Key Vocabulary <ul style="list-style-type: none">• export• goods• foreign trade Instructional Strategies <ul style="list-style-type: none">• Identify imported and exported goods and explain how foreign trade affects daily life. MCO <ul style="list-style-type: none">• Have students make a bar graph to show the amount of money Arkansans earned from selling exports to the state's top four trading partners. (See Teacher's Guide p.162)

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Assessments

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