

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 4th
UNIT: The Southeast Region	TIMEFRAME: 4-5 weeks

PA ACADEMIC STANDARDS:

Geography:

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.4.A.** Identify the human characteristics of places and regions using the following criteria:
- Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.4.A.** Identify the effect of the physical systems on people within a community.
7.4.4.B. Identify the effect of people on the physical systems within a community.

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.4.A.** Identify and describe how geography and climate have influenced continuity and change over time.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.(Reference Civics and Government Standard 5.1.9.C.).
8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research).

8.3 UNITED STATES HISTORY

- 8.3.4.A** Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.4.D.** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

Civics and Government

5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT

- 5.1.4.B.** Explain rules and laws for the classroom, school, community, and state.
5.1.4.C. Explain the principles and ideals shaping local and state government.
- Liberty / Freedom
 - Democracy
 - Justice
 - Equality
- 5.1.4.D.** Identify key ideas about government found in significant documents:
- Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Pennsylvania Constitution
- 5.1.4.F.** Identify state symbols, national symbols, and national holidays.

5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

- 5.2.4.A.** Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.

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5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.

5.2.4.D. Describe how citizens participate in school and community activities.

5.3 HOW GOVERNMENT WORKS

5.3.4.G. Identify individual interests and explain ways to influence others.

Economics

6.1 SCARCITY AND CHOICE

6.1.4.A. Identify scarcity of resources in a local community.

6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.

6.1.4.C. Illustrate what individuals or organizations give up when making a choice.

6.1.4.D. Explain what influences the choices people make.

6.2 MARKETS AND ECONOMIC SYSTEMS

6.2.4.A. Explain how a product moves from production to consumption.

6.2.4.E. Explain why local businesses open and close

6.2.4.G. Explain the three basic questions all economic systems must answer.

- What to produce?
- How?
- For whom?

6.3 FUNCTIONS OF GOVERNMENT

6.3.4.A. Explain how government responds to social needs by providing public goods and services.

6.3.4.B. Describe the impact of government involvement in state and national economic activities.

6.3.4.C. Explore ways in which tax revenues are used in local community.

6.4 ECONOMIC INTERDEPENDENCE

6.4.4.A. List and explain factors that promote specialization and division of labor.

6.4.4.B. Explain why nations trade.

6.5 INCOME, PROFIT, AND WEALTH

6.5.4.B. Identify the requirements for different careers and occupations.

NCSS STANDARDS:

- Geography 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Geography 4: The physical and human characteristics of places.
- History 3: The people, events, problems, and ideas that created the history of their state.
- History 4: How Democratic values came to be, and how they have been exemplified by people, events, and symbols.
- History 8: Major discoveries in Science and Technology, their social and economic effects, and the scientists and inventors responsible for them.
- Civics and Government 1: What is government and what should it do?

UNIT OBJECTIVES

- Label the states and physical features of the Southeast Region.
- Identify characteristics of the Southeast Region.
- Recognize the people, events, problems, and ideas that created the history of the Southeast Region.
- Identify ways in resources of the Southeast are used.
- Describe the climate of the Southeast Region.
- Identify the cause of growth in the Southeast cities.
- Discuss citizen's responsibility and role in protecting the environment.

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ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Debate pros and cons for saving the everglades.
- Construction of regional maps.
- Complete outlines.
- Complete edited paragraphs.
- Oral and visual presentations on regional activities. (Posters, Three dimensional projects, Artifacts).
- Journal entries/logs.
- Vocabulary Word Walls.
- Games using grid maps.
- Use of graphic organizers/ thinking maps.
- Reports on Southeastern people and events.
- Create a brochure advertising the Southeast Regions' vacation areas.
- Research and report on the species of wildlife found in the Southeast Region.
- Research and create a timeline showing various hurricanes that have affected the Southeast Region.
- Create a poster showing the natural resources of the region.
- Choose a city and research its history.
- Report on a famous historian or famous historical place of interest located in the Southeast.

ASSESSMENTS:

- Quizzes and tests
- Assessment of various projects
- Assessment of notebooks/logs
- Teacher will administer Scott Foresman tests
- Teacher will evaluate through observation, games, journal writing, practice pages, and worksheets.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student ability:

Remediation

- Retest
- Read tests orally
- Study guides
- Alternative assignments and/or projects
- Manipulatives
- Cooperative learning
- Study Groups

Extension

- Teacher approved student directed activities.
- Practice and extend activities as suggest in Scott Foresman Text (located throughout teacher manuals).
- Independent research.
- Class presentations.
- Students act as a peer tutor.
- Use curriculum connection activities as suggested in text.
- Bibliography readings pg. 157H, Scott Foresman teacher manual.

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RESOURCES:

- Textbook – Scott Foresman (2005)
- Scott Foresman workbooks and maps

Websites:

- www.sheppardssoftware.com
- www.weather.com
- www.unitedstreaming.com
- www.sfsocialstudies.com

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 4th
UNIT: The Southwest Region	TIMEFRAME: 4-5 weeks

PA ACADEMIC STANDARDS:

Geography:

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.4.A.** Identify the human characteristics of places and regions using the following criteria:
- Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.4.A.** Identify the effect of the physical systems on people within a community.
7.4.4.B. Identify the effect of people on the physical systems within a community.

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.4.A.** Identify and describe how geography and climate have influenced continuity and change over time.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. (Reference Civics and Government Standard 5.1.9.C.).
8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research).

8.3 UNITED STATES HISTORY

- 8.3.4.A.** Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.4.D.** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

Civics and Government:

5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT

- 5.1.4.F.** Identify state symbols, national symbols, and national holidays.

5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

- 5.2.4.A.** Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.
5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.
5.2.4.D. Describe how citizens participate in school and community activities.

5.3 HOW GOVERNMENT WORKS

- 5.3.4.G.** Identify individual interests and explain ways to influence others.

Economics:

6.1 SCARCITY AND CHOICE

- 6.1.4.A.** Identify scarcity of resources in a local community.
6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.
6.1.4.C. Illustrate what individuals or organizations give up when making a choice.

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- 6.1.4.D.** Explain what influences the choices people make.
- 6.2 MARKETS AND ECONOMIC SYSTEMS**
- 6.2.4.A.** Explain how a product moves from production to consumption.
- 6.2.4.E.** Explain why local businesses open and close
- 6.2.4.G.** Explain the three basic questions all economic systems must answer.
- What to produce?
 - How?
 - For whom?
- 6.3 FUNCTIONS OF GOVERNMENT**
- 6.3.4.A.** Explain how government responds to social needs by providing public goods and services.
- 6.3.4.B.** Describe the impact of government involvement in state and national economic activities.
- 6.4 ECONOMIC INTERDEPENDENCE**
- 6.4.4.A.** List and explain factors that promote specialization and division of labor.
- 6.4.4.B.** Explain why nations trade.
- 6.5 INCOME, PROFIT, AND WEALTH**
- 6.5.4.B.** Identify the requirements for different careers and occupations.

NCSS STANDARD

- *Geography 1:* How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from spacial perspective.
- *Geography 4:* The physical and human characteristics of places.
- *History 3:* The people, events, problems, and iseas that created the history of their state.
- *History 5:* The causes and nature of various movements of large groups of people into and within the United States, now and long ago.
- *History 6:* Regional folklore and cultural contributions that helped to form our national heritage.

UNIT OBJECTIVES

- Label the states and physical features of the Southwest Region.
- Explain how irrigation has affected the economy of the Southwest.
- Describe the early culture of the Navajo people.
- Describe different climates found in the Southwest.
- Recognize the people, events, problems, and ideas that created the history of the Southwest Region.
- Students will understand how the Spanish culture contributed to the region.
- Identify and describe technological inventions and developments that affected the Soutwest's petrochemical industry.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Construction of regional maps.
- Trade books
- Fact/opinion statements
- Journal entries/logs
- Vocabulary word walls
- Games
- Graphs
- Regional research
- Thinking maps/K-W-I
- Oral and visual presentations of regional activities
- Construct practice test and quizzes
- Illustrate specific landforms located in the Southwest region
- Research and explain life for the early Native Americans who settled in this region.
- Compare the climate of the Southwest to that of another United States region.
- Discuss and report on the influence of the Spanish and American cultures on the development of the Southwest Region.

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ASSESSMENTS

- Quizzes and test
- Assessments of notebooks/logs
- Assessment of various projects

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation:

- Retest
- Read tests orally
- Study guides
- Alternative assignments and /or projects
- Manipulatives
- Peer tutoring
- Cooperative learning
- Study groups

Extension

- Teacher approved, student directed projects.
- Practice and extend activities/ curriculum activities as suggested in Scott Foresman text (located throughout teacher manuals).
- Independent research
- Class presentations
- Student act as a peer tutor
- Bibliography Readings—page 95H Scott Foresman Teacher Manual

RESOURCES:

- Textbook: Scott Foresman (2005)
- Scott Foresman workbooks

Websites:

- www.sfsocialstudies.com
- www.unitedstreaming.com
- www.sheppardssoftware.com

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 4th
UNIT: The West	TIMEFRAME: 4-5 weeks

PA ACADEMIC STANDARDS:

Geography:

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.4.A.** Identify the human characteristics of places and regions using the following criteria:
- Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.4.A.** Identify the effect of the physical systems on people within a community.
7.4.4.B. Identify the effect of people on the physical systems within a community.

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.4.A.** Identify and describe how geography and climate have influenced continuity and change over time.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.(Reference Civics and Government Standard 5.1.9.C.).
8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research).

8.3 UNITED STATES HISTORY

- 8.3.4.A.** Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.4.D.** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

Civics and Government:

5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT

- 5.1.4.F.** Identify state symbols, national symbols, and national holidays.

5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

- 5.2.4.A.** Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.
5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.
5.2.4.D. Describe how citizens participate in school and community activities.

5.3 HOW GOVERNMENT WORKS

- 5.3.4.D.** Identify positions of authority at the local and state, and national level.
5.3.4.G. Identify individual interests and explain ways to influence others.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Economics

6.1 SCARCITY AND CHOICE

- 6.1.4.A.** Identify scarcity of resources in a local community.
- 6.1.4.B.** Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.
- 6.1.4.C.** Illustrate what individuals or organizations give up when making a choice.
- 6.1.4.D.** Explain what influences the choices people make.

6.2 MARKETS AND ECONOMIC SYSTEMS

- 6.2.4.A.** Explain how a product moves from production to consumption.
- 6.2.4.B.** Determine how sellers compete with one another.
- 6.2.4.C.** Differentiate between monetary and non-monetary incentives in advertising.
- 6.2.4.D.** Explain the role of buyers and sellers in determining prices of products.
- 6.2.4.E.** Explain why local businesses open and close.
- 6.2.4.G.** Explain the three basic questions all economic systems must answer.
 - What to produce?
 - How?
 - For whom?

6.3 FUNCTIONS OF GOVERNMENT

- 6.3.4.A.** Explain how government responds to social needs by providing public goods and services.
- 6.3.4.B.** Describe the impact of government involvement in state and national economic activities.
- 6.3.4.C.** Explore ways in which tax revenues are used in local community.

6.4 ECONOMIC INTERDEPENDENCE

- 6.4.4.A.** List and explain factors that promote specialization and division of labor.
- 6.4.4.B.** Explain why nations trade.

6.5 INCOME, PROFIT, AND WEALTH

- 6.5.4.B.** Identify the requirements for different careers and occupations.

NCSS STANDARDS:

- *Geography 1:* How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- *Geography 4:* The physical and human characteristics of places.
- *History 3:* The people, events, problems, and ideas that created the history of their state.
- *History 4:* How Democratic values came to be, and how they have been exemplified by people, events, and symbols.
- *History 7:* Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.
- *History 8:* Major discoveries in Science and Technology, their social and economic effects, and the scientists and inventors responsible for them.
- *Civics and Government 2:* What are the basic values and principals of American Democracy?
- *Civics and Government 5:* What are the roles of the citizen in American democracy?

UNIT OBJECTIVES

- Label the states and physical features of the West Region.
- Recognize the importance of resources of the West Region.
- Discuss the importance of weather and why and how it affects our daily lives.
- Recognize the people, events, problems, and ideas that created the history of the West Region.
- Discuss the importance of natural resources in relation to the history and development of the West Region.
- Discuss the basic values and principals of American Democracy.
- Compare and contrast the mountain ranges.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Read a time zone map.
- Construction of regional maps.
- Complete outlines.
- Oral and visual presentations on regional activities (posters, three-dimensional projects, artifacts)
- Journal entries/logs
- Vocabulary word walls
- Games
- Timeline
- Videos
- List and research the natural resources of this region and their importance.
- Compare and contrast the climates of the West.
- Research and report on one of the Native American people to settle this area.
- Research and report on the Gold Rush of the West.
- Build a three dimensional totem pole.

ASSESSMENTS

- Construct a map using all map elements.
- Quizzes
- Teacher will administer Scott Foresman tests.
- Teacher will evaluate through observation, games, journal writing, practice pages and worksheets.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Retest
- Read tests orally
- Study guides
- Study groups
- Cooperative learning
- Alternative assignments and projects.

Extension

- Teacher approved
- Student directed projects
- Independent research
- Class presentations
- Use curriculum connection activities in Scott Foresman text.

RESOURCES:

- Textbook-Scott Foresman(2005)
- Scott Foresman workbooks

Websites:

- www.sfsocialstudies.com
- www.unitedstreaming.com
- www.sheppardssoftware.com
- www.bsu.edu/eft/canyon/p/teachers/about.htm
- (This is a virtual fieldtrip to the Grand Canyon. Use username-grand ; password-canyon)

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 4th
UNIT: Northeast region	TIMEFRAME: 4-5 weeks

PA ACADEMIC STANDARDS:

Geography:

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.4.A.** Identify the human characteristics of places and regions using the following criteria:
- Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.4.A.** Identify the effect of the physical systems on people within a community.
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History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.4.A.** Identify and describe how geography and climate have influenced continuity and change over time.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.(Reference Civics and Government Standard 5.1.9.C.).
8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research).

8.2 PENNSYLVANIA HISTORY

- 8.2.4.A.** Differentiate common characteristics of social, political, cultural, and economic groups of the Northeast region.
8.2.4.B. Locate historical documents, artifacts, and places critical to the Northeast.
8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity:
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations

8.3 UNITED STATES HISTORY

- 8.3.4.A.** Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity:
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.4.D.** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

Civics and Government

5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT

- 5.1.4.B.** Explain rules and laws for the classroom, school, community, and state.
5.1.4.C. Explain the principles and ideals shaping local and state government.
- Liberty / Freedom
 - Democracy
 - Justice
 - Equality

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- 5.1.4.D.** Identify key ideas about government found in significant documents:
- Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Pennsylvania Constitution
- 5.1.4.F.** Identify state symbols, national symbols, and national holidays.
- 5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP**
- 5.2.4.A.** Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.
- 5.2.4.B.** Describe the sources of conflict and disagreement and different ways conflict can be resolved.
- 5.2.4.C.** Describe the roles of leadership and public service in school, community, state, and nation.
- 5.2.4.D.** Describe how citizens participate in school and community activities.
- 5.3 HOW GOVERNMENT WORKS**
- 5.3.4.A.** Identify the roles of the three branches of government.
- 5.3.4.B.** Describe how the elected representative bodies function in making local and state laws.
- 5.3.4.C.** Identify the services performed by local and state governments.
- 5.3.4.D.** Identify positions of authority at the local and state, and national level.
- 5.3.4.E.** Explain the voting process.
- 5.3.4.F.** Explain how different perspectives can lead to.5.3.4.G: Identify individual interests and explain ways to influence others.
- 5.3.4.G.** Identify individual interests and explain ways to influence others.
- Economics**
- 6.1 SCARCITY AND CHOICE**
- 6.1.4.A.** Identify scarcity of resources in a local community.
- 6.1.4.B.** Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.
- 6.1.4.C.** Illustrate what individuals or organizations give up when making a choice.
- 6.1.4.D.** Explain what influences the choices people make.
- 6.2 MARKETS AND ECONOMIC SYSTEMS**
- 6.2.4.A.** Explain how a product moves from production to consumption.
- 6.2.4.B.** Determine how sellers compete with one another.
- 6.2.4.C.** Differentiate between monetary and non-monetary incentives in advertising.
- 6.2.4.D.** Explain the role of buyers and sellers in determining prices of products.
- 6.2.4.E.** Explain why local businesses open and close
- 6.2.4.G.** Explain the three basic questions all economic systems must answer.
- What to produce?
 - How?
 - For whom?
- 6.3 FUNCTIONS OF GOVERNMENT**
- 6.3.4.A.** Explain how government responds to social needs by providing public goods and services.
- 6.3.4.B.** Describe the impact of government involvement in state and national economic activities.
- 6.3.4.C.** Explore ways in which tax revenues are used in local community.
- 6.4 ECONOMIC INTERDEPENDENCE**
- 6.4.4.A.** List and explain factors that promote specialization and division of labor.
- 6.4.4.B.** Explain why nations trade.
- 6.5 INCOME, PROFIT, AND WEALTH**
- 6.5.4.B.** Identify the requirements for different careers and occupations.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

UNIT OBJECTIVES:

- Label the states and physical features of the Northeast Region.
- Describe life in the 1800's in the Northeast.
- Recognize what primary sources are.
- Recognize the people, events, problems, and ideas that created the history of the Northeast Region.
- Summarize the relationship between Northeast's natural resources and the development of the region.
- Explain the importance of capital cities.
- Explain why the Northeast's cities developed where they did.
- Identify the principal farming products of the region.
- Label the states and physical features of the Northeast Region.
- Interpret a timeline of events.
- Recognize the people, events, problems, and ideas that created the history of the Northeast Region.
- Explain why transportation became a key factor in the development of the Northeast Region.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Compare/contrast a child's life in the Northeast Region during the 1800's with a child's life today.
- Interview older relatives or friends about their childhood.
- Complete an outline.
- Complete edited paragraph.
- Oral or visual presentations on regional activities.
 - Posters
 - Three dimensional projects
 - Artifacts
- Vocabulary word walls.
- Journal entries.
- Create a timeline showing the industrial revolution and the creation of various modern inventions.
- Construction of regional maps.
- Research and present an important historical event that took place in the Northeast Region.
- Take a trip to a maple sugaring farm and tap a tree to make maple syrup.
- Research and map out the Appalachian Trail.
- Research and report on lighthouses along the east coast that are still active.
- Research and explain how the Northeast's natural resources helped develop the industries of the region.
- Research and report on the history of the whaling industry in the Northeast.
- Report on the various Native American tribes that settled in the Northeast and their effect on its history.
- Choose a famous historian of the Northeast and report on their life and their contribution to the region.
- Students will research their ancestor's immigration to the United States.

ASSESSMENTS:

- Quizzes and tests.
- Assessment of various projects.
- Assessment of notebooks/logs.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Retest
- Read tests orally
- Study guides
- Alternative assignments and/or projects
- Manipulatives
- Peer tutoring
- Cooperative learning
- Study groups

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Extension

- Teacher approved, student directed projects.
- Practice and extend activities as suggested in Scott Foresman Text (located throughout teacher manuals).
- Independent research.
- Class presentations.
- Student act as a peer tutor.
- Use curriculum connection activities as suggested in Scott Foresman Text (located throughout teacher manual).
- Bibliography readings (page 95H, Scott Foresman Teacher Manual).

RESOURCES:

- Textbook: Scott Foresman (2005)
- Scott Foresman workbooks

Websites:

- www.sfsocialstudies.com
- www.unitedstreaming.com
- www.sheppardssoftware.com

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 4th
UNIT: The Midwest	TIMEFRAME: 4-5 weeks

PA ACADEMIC STANDARDS:

Geography:

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- 7.3.4.A.** Identify the human characteristics of places and regions using the following criteria:
- Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities

7.4 INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

- 7.4.4.A.** Identify the effect of the physical systems on people within a community.
7.4.4.B. Identify the effect of people on the physical systems within a community.

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.4.A.** Identify and describe how geography and climate have influenced continuity and change over time.
8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.(Reference Civics and Government Standard 5.1.9.C.).
8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research).

8.3 UNITED STATES HISTORY

- 8.3.4.A.** Differentiate common characteristics of the social, political, cultural and economic groups in United States history.
8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.
8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity.
- Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.3.4.D.** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.
- Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

Civics and Government

5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT

- 5.1.4.C.** Explain the principles and ideals shaping local and state government.
- Liberty / Freedom
 - Democracy
 - Justice
 - Equality
- 5.1.4.D.** Identify key ideas about government found in significant documents:
- Declaration of Independence
 - United States Constitution
 - Bill of Rights
- 5.1.4.F.** Identify state symbols, national symbols, and national holidays.

5.2 RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

- 5.2.4.B.** Describe the sources of conflict and disagreement and different ways conflict can be resolved.
5.3.4.F. Explain how different perspectives can lead to conflict.

5.3 HOW GOVERNMENT WORKS

- 5.3.4.G.** Identify individual interests and explain ways to influence others.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Economics

6.1 SCARCITY AND CHOICE

- 6.1.4.A. Identify scarcity of resources in a local community.
- 6.1.4.B. Recognize the difference between basic needs and wants.
- 6.1.4.C. Illustrate what individuals or organizations give up when making a choice.
- 6.1.4.D. Explain what influences the choices people make.

6.2 MARKETS AND ECONOMIC SYSTEMS

- 6.2.4.A. Explain how a product moves from production to consumption.
- 6.2.4.E. Explain why local businesses open and close.
- 6.2.4.G. Explain the three basic questions all economic systems must answer:
 - What to produce?
 - How?
 - For whom?

6.4 ECONOMIC INTERDEPENDENCE

- 6.4.4.A. List and explain factors that promote specialization and division of labor.
- 6.4.4.B. Explain why nations trade.

6.5 INCOME, PROFIT AND WEALTH

- 6.5.4.B. Identify the requirements for different careers and occupations.

NCSS STANDARDS:

- *Geography 1:* How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- *History 3:* The people, events, problems, and ideas that created the history of their state.
- *History 5:* The causes and nature of various movements of large groups of people into and within the United States, now and long ago.
- *History 8:* Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

UNIT OBJECTIVES

- Label the states and physical features of The Midwest.
- Explain why the Midwest is an important agricultural region.
- Recognize the people, events, problems and ideas that created the history of the Southeast Region.
- Explain why the waterways of the Midwest became a key factor in the development of the Midwest Region.
- Identify and describe technological inventions and developments that affected the Midwest.
- Explain the importance of climate to the region.

ACTIVITIES:

- Teacher directed differentiated instructional projects and activities are ongoing and based on student need.
- Construction of regional maps
- Complete outlines
- Oral and visual presentations on regional activities.(Posters, three dimensional projects, artifacts)
- Journal entries/logs
- Vocabulary Word Walls
- Games
- Use thinking maps
- Videos

ASSESSMENTS

- Quizzes
- Assessment of various projects
- Assessment of journals/logs
- Teacher will administer Scott Foresman tests
- Teacher will evaluate through observation, games, journal writing, practice pages, and worksheets.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Retest
- Read tests orally
- Study guides
- Alternative assignments and/or projects
- Manipulatives
- Peer tutoring
- Cooperative learning
- Study groups

Extension

- Teacher approved, student directed projects.
- Practice and extend activities as suggested in Scott Foresman Text.
- Independent research
- Class presentations
- Student act as a peer tutor
- Use Curriculum Connection activities
- Bibliography readings

RESOURCES:

- Textbook – Scott Foresman (2005)
- Scott Foresman workbooks
- www.sfsocialstudies.com
- Maps and Globes
- Map Kits

Websites:

- www.funbrain.com
- www.maps.com
- www.unitedstreaming.com
- www.scholastic.com

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 4th
Map Skills and Geography	TIMEFRAME: 4 weeks

PA ACADEMIC STANDARDS:

Geography

7.1 BASIC GEOGRAPHIC LITERACY

7.1.4.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.4.B Describe and locate places and regions as defined by physical and human features.

7.2 PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

7.2.4.A Identify the physical characteristics of places and regions.

7.2.4.B Identify the basic physical processes that affect the physical characteristics of places and regions.

7.3 HUMAN CHARACTERISTICS OF PLACES AND REGIONS

7.3.4.A Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

NCSS STANDARDS:

- *Geography 1:* How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- *Geography 3:* How to analyze the spatial organizations on Earth's surface.
- *Geography 4:* The physical and human characteristics of places.
- *Geography 7:* The physical processes that shape the patterns of Earth's surface.

UNIT OBJECTIVES

- Construct and use maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.
- Use appropriate resources, data bases, grid systems, charts, graphs, and maps to generate, manipulate and interpret information.
- Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.
 - Apply the five themes of geography to their local environment and begin to recognize examples of each theme in a context of regions of the United States.
- Explore the ways that the earth's physical features have changes over time in the local region and beyond and how these changes may be connected to one another.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ACTIVITIES:

- Teacher directed differentiated instructional projects and activities are ongoing and based on student need.
- Construct a map using all map elements
- Work in small groups to create a collage that illustrates the five themes of geography
- Differentiate between physical and political maps.
- Use a grid system to determine exact local location with a focus on longitude and latitude
- Use scale to measure distance on a map.
- Compare/contrast photographs and maps.
- Locate natural and political boundaries in the United States.
- Students will compare and contrast map changes long ago to present day.
- Research and report on a specific landform found on the Earth.
- Choose a state; research how the boundaries of the state were determined when the United States was being settled.
- Analyze a weather map, symbols and key.
- Research/Explain differing viewpoint regarding the theory of global warming.

ASSESSMENTS

- Monitor students understanding and application of map elements.
- Projects
- Teacher will administer Scott Foresman tests.
- Teacher will evaluate through observation, games, journal writing, practice pages, and worksheets.

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student.

Remediation

- Retest
- Read tests orally
- Study guides
- Alternative assignments and/or projects
- Manipulatives
- Peer Tutoring
- Cooperative Learning
- Study groups

Extension

- Teacher approved, student directed projects.
- Compare and contrast map changes
- Practice and extend activities as suggested in Scott Foresman Text (located throughout teacher manuals).
- Independent research
- Class presentations
- Students act as a peer tutor
- Use curriculum connection activities as suggested

RESOURCES:

- Maps and Globes
- Scott Foresman workbooks
- Map kits
- Scott Foresman (2005) Textbook

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Websites:

- www.discoveryeducation.com
- www.funbrain.com
- www.maps.com
- www.scholastic.com
- www.sfsocialstudies.com