

## 4<sup>th</sup> Grade Social Studies Curriculum

### 4.1 (1<sup>st</sup> 9 Weeks)

Date		Hobbs Social Studies Standards 4 <sup>th</sup> Grade	NM Standards & Benchmarks	Resources
		<b>Students will be able to:</b>	CK= <i>Core Knowledge</i>	Basic Texts: Scott Foresman Social Studies Pearson History and Geography
_____	<b>A</b>	<b>Use Geography/Spatial Sense</b> <ol style="list-style-type: none"> <li>1. Know how to read maps applying geographic tools (grid system, legends, symbols, scale, and compass rose) to construct and interpret maps, graphs, diagrams and charts</li> <li>2. Read maps and globes using longitude, latitude, coordinates &amp; degrees, Prime Meridian, and equator</li> <li>3. Know and use cardinal and intermediate directions on a map</li> <li>4. Introduce International Date Line and Time Zones</li> <li>5. Read relief maps: elevations and depressions</li> <li>6. Introduce Core Knowledge mountains and mountain ranges</li> <li>7. Locate 7 continents, 4 oceans</li> <li>8. Distinguish between continent, country, state, county, and city</li> <li>9. Describe the regions of the United States and the Western Hemisphere</li> <li>10. Discuss the Earth-Sun relationship that causes day and night, seasons, climate variations, and the need for time zones</li> </ol>	II-A1,2, 3  II-A1, 2, 3  II- A1 II-A1, 2, 3 II-A1, 2, 3 II-B1 II- A1,2,3, II-B1 II-A1,2,3 II-A1,2,3, B1, 2 II-D1	New Mexico Textbooks, classroom maps and globes, CK Resource Binders, Internet, teacher-made supplemental materials, Pearson Learning Books, New Mexico Resource Binder, videos
_____	<b>B</b>	<b>Use Reference Skills</b> <ol style="list-style-type: none"> <li>1. Read and interpret bar graphs, pie graphs, line graphs, pictographs, etc.</li> <li>2. Gather information from different sources (ex. encyclopedia, dictionary, thesaurus, magazines, interviews, observations, atlas, almanac)</li> <li>3. Use technology to locate information</li> <li>4. Use date to explain an economic pattern</li> </ol>	II-A2, II-A3 II- C3  II-A3, II-C3 IV-C5	Internet, classroom dictionaries and encyclopedias, CK Resource Binders, classroom maps and globes, members of the community, Weekly Readers, Scholastic Magazines, computers

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	<b>C</b>	<b>Know New Mexico Geography</b> <ol style="list-style-type: none"> <li>1. Describe the regions (provinces) of New Mexico (Colorado Plateau, Basin and Range Region, Rocky Mountain Region, Great Plains Region)</li> <li>2. Locate rivers (Rio Grande, Pecos River, Gila River, San Juan River, and Canadian River)</li> <li>3. Locate N. M. cities (Albuquerque, Santa Fe, Hobbs, Roswell, and Las Cruces)</li> <li>4. Identify resources/products of New Mexico</li> <li>5. Recognize that states and regions depend on each other</li> <li>6. Explain how geographic factors influence NM population distribution in the past and present</li> </ol>	<p>II-B1, 2, II-E2, II-D2</p> <p>II-B1, II-E2</p> <p>II-B1, II-E2,3</p> <p>II-E,F1, IV-A3,4, C-1 IV-C2, II-E2 II-C1</p>	<p>Classroom maps &amp; globes, Social Studies &amp; New Mexico History textbooks, CK &amp; NM Resource Binders</p>
	<b>D</b>	<b>Develop Good Character</b> <ol style="list-style-type: none"> <li>1. Understand the relevance of good character and its benefit to society</li> </ol>	III-D1	Six Pillars of Good Character curriculum, posters, programs

### 4.2 (2<sup>nd</sup> 9 Weeks)

Date		Hobbs Social Studies Standards 4 <sup>th</sup> Grade	NM Standards & Benchmarks	Resources
		<b>Students will be able to:</b>	<i>CK=Core Knowledge</i>	Basic Texts: Scott Foresman Social Studies Pearson History and Geography
	<b>A</b>	<b>Develop an Understanding of New Mexico History:</b> <ol style="list-style-type: none"> <li>1. Identify major ethnic groups of New Mexico-Anglo, Hispanic, Indian</li> <li>2. Identify the historical people, events, places, and ideas of New Mexico</li> <li>3. Identify state symbols of New Mexico</li> <li>4. Know resources and products of New Mexico</li> <li>5. Explain how natural and man-made resources influence the growth of a region</li> <li>6. Recognize that states and regions are dependent on each other</li> </ol>	<p>II-B3, C2, E1,3,4,5, III-B1</p> <p>I-A1, II-B3, II-C2, II-E3,4,5, III-A1, III-B1</p> <p>IV-A3, 4, IV-C1, 2 II-B1, II-E2, II-F1 IV-A3, 4, 5, IV-C1, 2 II-B1, II-C2, II-F1 IV-A3,4 IV-C2</p>	New Mexico Textbooks, New Mexico History Resource Binder, teacher created supplemental materials, videos

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_____	<b>B</b>	<p><b>Develop an Understanding of National, State, and Local Government</b></p> <ol style="list-style-type: none"> <li>1. Identify current government officials including President, Vice-President, and state Governor</li> <li>2. Discuss the three branches of state government</li> <li>3. Identify leaders of state government</li> <li>4. Explore the different forms of state, local, and tribal governments</li> <li>5. Understand local governments: purposes, functions, and officials</li> <li>6. Understand that government goods and services are paid for by taxes on individuals and businesses, fees, tolls, etc.</li> <li>7. Discuss how people can participate in government</li> <li>8. Understand and explain how conflict can arise between private and public incentives (e.g. new parks, parking structures)</li> <li>9. Understand how the characteristics and benefits of the free enterprise system in New Mexico compares to other economic systems in New Mexico (e.g. acequia systems)</li> <li>10. Explain that banks handle currency and other forms of money and serve as intermediaries between savers and borrowers</li> <li>11. Explain that money can be used to express the “market value” of goods and services in the form of prices</li> <li>12. Compare and contrast how the various governments have applied rules/laws, majority rule, “public good,” and protections of the minority in different periods of NM history</li> </ol>	<p>III-A2, III-B1</p> <p>III-A1, 3 I-A2 III-A3 III-A2,3 IV-A1,2 IV-B2</p> <p>III-D1, IV-A2 IV-A5</p> <p>IV-B1</p> <p>IV-C3</p> <p>IV-C4</p> <p>III-C1</p>	<p>New Mexico Textbooks, New Mexico History Resource Binder, Internet, Scholastic News, Weekly Reader, newspapers, teacher created supplemental materials, videos</p>
_____	<b>C</b>	<p><b>Develop Good Character</b></p> <ol style="list-style-type: none"> <li>1. Understand the relevance of good character and its benefits to society</li> </ol>	<p>III-D</p>	<p>Six Pillars of Good Character curriculum, posters, programs</p>

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### 4.3 (3rd 9 Weeks)

Date	Hobbs Social Studies Standards 4 <sup>th</sup> Grade	NM Standards & Benchmarks	Resources
	<b>Students will be able to:</b>	<i>CK=Core Knowledge.</i>	Basic Texts: Scott Foresman Social Studies Pearson History and Geography
_____ _____ _____	<b>A Develop an understanding of the American Revolution</b> 1. Discuss the background: The French and Indian War 2. Know the Causes and Provocations 3. Identify the Revolutionary Events	I-B.1, I-C.1, II-B.3, II-C.2, II-E.1, 3, 4,5	Pearson Learning Books, CK Resource Binders, teacher-created materials, videos, posters, guest speakers
_____ _____	<b>B Develop a Historical Perspective of our Constitutional Government</b> 1. Read and discuss the Declaration of Independence 2. Generate an understanding of the United States Constitution	I-B1, C1, II-C2, III-A3, III-D1, 2	Social Studies Textbook, Pearson Learning, CK Resource Binders, teacher-created materials
_____	<b>C Identify the First Seven American Presidents</b> (George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, Andrew Jackson) 1. Develop an understanding of early American politics	I-C1, II-C2  I-B1, III-B1	Social Studies Textbook, Pearson Learning, CK Resource Binders, Internet
_____	<b>D Identify and Describe the Early American Reformers</b> (Abolitionists, Dorothea Dix, Horace Mann, Women’s Rights/Seneca Falls Convention, Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, Sojourner Truth)	I-B1, I-C1, III-B1, III-D2	Pearson Learning, CK Resource Binders, Internet
_____ _____ _____	<b>E Recognize and Become Familiar With American Symbols and Figures</b> 1. Recognize the “Spirit of 76” painting 2. Recognize the White House and Capitol Building 3. Recognize the Great Seal of the United States	I-B.1, III-B.1	Social Studies Textbook, Pearson Learning, CK Resource Binders, Internet, videos, posters
_____	<b>F Develop Good Character</b> Understand the relevance of good character and its benefit to society	III-D	Six Pillars of Good Character curriculum, posters, programs

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### 4.4 (4th 9 Weeks)

Date	Hobbs Social Studies Standards 4 <sup>th</sup> Grade	NM Standards & Benchmarks	Resources
	<b>Student will be able to:</b>	<i>CK=Core Knowledge.</i>	Basic Texts: Scott Foresman Social Studies and Pearson History and Geography
_____ _____ _____ _____ _____ _____	<b>A Develop an Understanding of World History and Geography</b> <ol style="list-style-type: none"> <li>1. Discuss the background of the Middle Ages</li> <li>2. Study the geography of Western Europe</li> <li>3. Understand Feudalism</li> <li>4. Explain the Norman Conquest</li> <li>5. Discuss the growth of towns</li> <li>6. Study England in the Middle Ages</li> <li>7. Describe and explain how historians and archaeologists provide information about the Middle Ages</li> </ol>	I-D1 II-B.1, 3 II-C2 II-E. 1, 2, 3, 4, 5, III- B. 1	Pearson Learning Books, CK Resource Binders, Classroom maps and globes, Internet, teacher-created supplemental materials, Videos, CK Art Prints
_____ _____ _____ _____	<b>B Develop an Understanding of the Early and Medieval African Kingdoms</b> <ol style="list-style-type: none"> <li>1. Discuss Early African Kingdoms</li> <li>2. Discuss Medieval Kingdoms of the Sudan</li> <li>3. Study the geography of Africa</li> <li>4. Describe and explain how historians and archaeologists provide information about this time period</li> </ol>	I-D1 II- B.1, 3 II-C2 II-E.1, 2, 3, 4,5 III-B.1	Pearson Learning Books, CK Resource Binders, classroom maps and globes, Internet, teacher-created supplemental materials, videos, CK Art Prints
_____ _____ _____ _____ _____	<b>C Develop an Understanding of China: Dynasties and Conquerors</b> <ol style="list-style-type: none"> <li>1. Study Qin Shihuangdi</li> <li>2. Discuss the Han Dynasty</li> <li>3. Discuss the Tang and Song Dynasties</li> <li>4. Understand Mongol Invasions and Rule</li> <li>5. Discuss the Ming Dynasty</li> <li>6. Describe and explain how historians and archaeologists provide information about this time period</li> </ol>	I-D1 II-B.1, 3 II-C2 II-E.1, 2, 3, 4,5 III-B.1	Pearson Learning Books, CK Resource Binders, classroom maps and globes, Internet, teacher-created supplemental materials, videos, CK Art Prints
_____	<b>D Develop Good Character</b> <ol style="list-style-type: none"> <li>1. Understand the relevance of good character and its benefit to society</li> </ol>	III-D	Six Pillars of Good Character curriculum, posters, programs