

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Introduction

Social Studies is an interdisciplinary curriculum, incorporating close reading, critical thinking, effective writing, and the use of technology, both as a means of research and communication, and to further our knowledge of the past, present and future of our society and world community.

To this end, the Hinsdale School District Social Studies curriculum represents a wide range of subjects – civics, economics, geography, and history – mastery of which define an educated citizen. It is the belief of the Hinsdale School District that a deep and personal understanding of and engagement with civics and governments, geography and the environment, world and American history and economics, will allow each student to enter adulthood as an informed, responsible and participating citizen in our democracy and world.

This curriculum is aligned with the New Hampshire K-12 Social Studies Curriculum Framework and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

SOCIAL STUDIES CURRICULUM
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Strand: Civics and Governments

Standard CV:1: Nature and Purpose of Government

Students will demonstrate an understanding of the nature of governments and the fundamental ideals of government of the United States.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|--|--|---|
| <p>CV:4:1.1: Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.</p> <p>CV:4:1.2: Analyze how government addresses social, political, and geographic issues. e.g., local land use decisions or decisions involving human rights.</p> | <p>*Discuss what a government does for us. Could be at local, state or federal level.</p> <p>*Discuss what ‘equal rights for everyone’ means. How do we see it in our everyday life at school?</p> <p>*Compare local, state and federal government responsibilities.</p> | <p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Textbook</p> <p>*Reading Street <i>Unit 1 & 2</i></p> <p>*Leveled Readers (Reading Street)</p> <ul style="list-style-type: none"> -<i>A Trip to the Capital</i> -<i>Meet the US Government</i> -<i>The Power of Our People</i> -<i>Civil Rights Movement</i> -<i>The Women’s Movement</i> | <p>*Participation</p> <p>*Government test</p> |

SOCIAL STUDIES CURRICULUM
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Strand: Civics and Governments

Standard CV.2: Structure and Function of United States and New Hampshire Government

Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization the and operation of government at all levels including the legislative, executive, and judicial branches

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|--|---|---|
| <p>CV:4:2.1 Identify the individual functions of the three branches of government and the organization of New Hampshire state government.</p> <p>CV:4:2.2 Explain how laws and/or policies are made at local and state levels.</p> | <p>*Create an electronic presentation depicting the branches of government and their roles.</p> <p>*Invite Hinsdale Town Moderator to be a guest speaker to clarify Town Meetings and local government duties.</p> | <p>*HSD ELA Curriculum Guide</p> <p>*Trade books</p> <p>*Textbooks</p> <p>*Thinking Maps</p> <p>*Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html http://www.town.hinsdale.nh.us/</p> <p>*Nonfiction books</p> <p>*Magazines/Newspapers</p> <p>*Reading Street <i>Unit 2</i></p> <p>*Leveled Readers (Reading Street) <i>-A Trip to the Capital</i> <i>-Meet the US Government</i> <i>-The Power of Our People</i></p> | <p>*Observation</p> <p>*Written test</p> <p>*Participation in discussions</p> <p>*Electronic presentation</p> |

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Strand: Civics and Governments

Standard CV:3: The World and the United States Place in It

Students will demonstrate an understanding of the relationships of the United States to other countries, and the role of the United States in world affairs.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|--|--|--|
| CV:4:3.1 Explain that the world is divided into different countries with their own governments and that all governments are not the same. | <ul style="list-style-type: none"> *Classroom comparison of our government to another form of government *Discussion of Town Meetings and various other forms of local government. | <ul style="list-style-type: none"> *HSD ELA Curriculum Guide *Trade books *Textbooks *Thinking Maps *Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html http://www.town.hinsdale.nh.us/ *Nonfiction books *Magazines/Newspapers *Maps | <ul style="list-style-type: none"> *Discussion *Writing *Tests *Informal Observation |

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Strand: Civics and Governments

Standard CV:4: Rights and Responsibilities

Students will demonstrate an understanding of rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|--|--|--|
| <p>CV:4:4.1 Describe the right of citizens as outlined by the Constitutions of New Hampshire and the United States</p> | <p>*Invite Hinsdale Town Moderator to be a guest speaker to clarify Town Meetings and local government duties.</p> <p>*Create a tree map outlining the rights of citizens of the United States and/or New Hampshire.</p> | <p>*HSD ELA Curriculum Guide</p> <p>*Trade books</p> <p>*Textbooks</p> <p>*Thinking Maps</p> <p>*Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html http://www.town.hinsdale.nh.us/</p> <p>*Nonfiction books</p> <p>*Magazines/Newspapers</p> <p>*Primary Sources <i>New Hampshire Constitution</i> <i>United States Constitution</i> <i>Bill of Rights</i></p> <p>*Reading Street <i>Unit 1 & 2</i></p> <p>*Leveled Readers (Reading Street) <i>-Meet the US Government</i> <i>-The Power of Our People</i> <i>-Civil Rights Movement</i> <i>-The Women's Movement</i></p> | <p>*Tests</p> <p>*Quizzes</p> <p>*Worksheets</p> |

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Strand: Economics

Standard EC:1: Economics and the Individual

Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|---|--|---|
| <p>EC:4:1.1 Identify the factors of production and explain how businesses use these to produce goods and services.</p> <p>EC:4:1.2 Describe what markets are and define individuals' roles as consumers and producers in a market economy using circular flow models.</p> <p>EC:4:1.3 Explain how decisions by consumers and producers affect and are affected by the economy.</p> <p>EC:4:1.4 Describe why most jobs today require greater specialization and result in greater productivity.</p> | <p>*Invite a guest speaker from a local manufacturer to discuss how they decide what and how much to produce.</p> <p>*Compare jobs in colonial New Hampshire with jobs today.</p> <p>*Investigate how specialization and mass production results in increased productivity.</p> | <p>*Sales Flyers</p> <p>*Thinking Maps</p> <p>*HSD ELA Curriculum Guide</p> <p>*Textbooks</p> <p>*Graphic organizers</p> <p>*Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html</p> <p>*Nonfiction books</p> <p>*Magazines/Newspapers</p> <p>*Reading Street <i>Unit 2</i></p> <p>*Leveled Readers (Reading Street) <i>-Home on the Range</i> <i>-To Market, To Market</i> <i>-Lumberjacks</i> <i>-Danger! Children at Work</i> <i>-The Seafaring Life</i> <i>-The Maple Tree</i></p> | <p>*Answering questions</p> <p>*Tests</p> <p>*Classroom discussions</p> |

SOCIAL STUDIES CURRICULUM
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Strand: Economics

Standard EC:2: Basic Economic Concepts

Students will learn about the pillars of a free market economy and the market mechanism

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|---|--|---|
| <p>EC:4:2.1 Explain why needs and wants are unlimited while resources are limited.</p> <p>EC:4:2.2 Explain why scarcity requires individuals, households, businesses and government to make economic choices and how economic choices always involve an opportunity cost.</p> <p>EC:4:2.3 Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets</p> <p>EC:4:2.4 Define supply and demand and describe factors that can cause a change in supply and demand.</p> <p>EC:4:2.5 Explain how prices of goods and services are set in the United States and describe different factors that affect price.</p> | <p>*Create and man a school or grade level store. Determine what supplies to carry. Reference stock levels and purchases to determine future stock to carry in the store.</p> <p>*Create a budget and “buy” supplies needed for a trip.</p> <p>*Choose a popular item and investigate why it is in demand and what might occur to change this demand or having enough supply to meet the need.</p> <p>*Compare prices of different products and why cost would fluctuate.</p> | <p>*HSD ELA Curriculum Guide</p> <p>*Trade books</p> <p>*Textbooks</p> <p>*Thinking Maps</p> <p>*Web Sites</p> <p>*Sales flyers/Catalogs</p> <p>*Nonfiction books</p> <p>*Magazines/Newspapers</p> <p>*Reading Street <i>Unit 2</i></p> <p>*Leveled Readers (Reading Street) <i>-Home on the Range</i> <i>-To Market, To Market</i> <i>-Lumberjacks</i> <i>-Danger! Children at Work</i> <i>-The Seafaring Life</i> <i>-The Maple Tree</i></p> | <p>*Tests</p> <p>*Informal observation</p> <p>*Classroom discussion</p> |

SOCIAL STUDIES CURRICULUM
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Strand: Economics

Standard EC:3: Cycles in the Economy

Students will be able to explain the business cycle and trends in economic activity over time.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|--|--|---|
| <p>EC:4:3.1 Illustrate cycles of economic growth and decline, e.g., New Hampshire manufacturing and agriculture.</p> <p>EC:4:3.2 Describe how changes in the business cycle can impact people’s lives.</p> | <p>*Go online to find old census data for the area from several points of time in the past. Compare occupation data collected.</p> | <p>*HSD ELA Curriculum</p> <p>*Text books</p> <p>*Trade books</p> <p>*Newspapers/Magazines</p> <p>*Thinking Maps</p> <p>*Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html</p> <p>Literature: <i>From Sea to Shining Sea NEW HAMPSHIRE</i> by Dennis Brindell Fradin <i>America the Beautiful NEW HAMPSHIRE</i> by Sylvia McNair <i>Portrait of America New Hampshire</i> by Kathleen Thomson</p> <p>*Reading Street Unit 2</p> <p>*Leveled Readers – (Reading Street) <i>-The Maple Tree</i></p> | <p>*Questioning</p> <p>*Tests</p> <p>*Answering questions</p> |

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Strand: Economics

Standard EC:4: Financial Institutions and the Government

Students will understand how financial institutions & the government work together to stabilize our economy, & how changes in them affect the individual.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|--|--|--|
| <p>EC:4:4.1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money.</p> <p>EC:4:4.2: Identify goods and services provided by local government, e.g., police cars or fire protection.</p> | <p>*Create a new design for the NH state quarter.</p> <p>*Create a NH state dollar bill.</p> | <p>*HSD ELA Curriculum</p> <p>*Trade books</p> <p>*Textbooks</p> <p>*Thinking Maps</p> <p>*Guest Speakers</p> <p>*Web Sites http://www.usmint.gov/education/ www.nh.gov/nhfacts/index.html</p> <p>*Reading Street <i>Unit 2</i></p> <p>*Leveled Readers (Reading Street) <i>-Home on the Range</i> <i>-To Market, To Market</i> <i>-Lumberjacks</i> <i>-Danger! Children at Work</i> <i>-The Seafaring Life</i> <i>-The Maple Tree</i></p> | <p>*Answering questions</p> <p>*Worksheets</p> |

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Strand: Economics

Standard EC:5: International Economics and Trade

Students will recognize the importance of international trade and how economics are affected by it.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|--|---|--|
| <p>EC:4:5.1 Describe that countries have different kinds of resources.</p> <p>EC:4:5.2 Explain why some countries' resources are in greater demand than others e.g., colonial New Hampshire's mast trees or petroleum.</p> <p>EC:4:5.3 Explain that trade between countries involves imports and exports and the reasons why countries trade.</p> | <p>*Create a timeline of the mast trade with student drawings depicting each stage.</p> <p>*Create a map depicting imports and exports between one or more countries.</p> <p>*Choose a resource and research the countries where it can be found and who imports it.</p> | <p>*HSD ELA Curriculum</p> <p>*Trade books</p> <p>*Thinking Maps</p> <p>*Textbooks</p> <p>*Resource maps</p> <p>*Reading Street <i>Unit 2</i></p> <p>*Leveled Readers (Reading Street) <i>-To Market, To Market</i> <i>-Lumberjacks</i> <i>-The Seafaring Life</i> <i>-The Maple Tree</i></p> <p>*Literature <i>-Giants in the Land</i> by Diana Appelbaum <i>-From Sea to Shining Sea NEW HAMPSHIRE</i> by Dennis Brindell Fradin <i>-America the Beautiful NEW HAMPSHIRE</i> by Sylvia McNair <i>-Portrait of America New Hampshire</i> by Kathleen Thomson</p> | <p>*Informal observation</p> <p>*Answering questions</p> |

SOCIAL STUDIES CURRICULUM
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Strand: Geography

Standard GE:1: The World in Spatial Terms

Students will demonstrate the ability to use maps, mental maps, globes, and other geographic tools and technologies to acquire process, report, and analyze geographic information.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|--|---|--|
| <p>GE:4:1.1 Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, etc.</p> <p>GE:4:1.2 Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature</p> <p>GE:4:1.3 Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.</p> <p>GE:4:1.4 Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.</p> <p>GE:4:1.5 Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.</p> | <p>*Use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the student's local community, state, country, and the world (e.g., Patterns of population, disease, economic features, rainfall, vegetation)</p> <p>* Design a map that displays selected physical and political information of the state and the U.S. using symbols explained by a key.</p> <p>*Mark major landforms and climate regions on a map.</p> <p>* Use a map grid to determine the absolute location of places chosen by the teacher and students.</p> <p>*Sketch a map and write a brief summary of the distribution of physical and human features in different regions of the state and the U.S.</p> | <p>*HSD ELA Curriculum</p> <p>*Trade books</p> <p>*Thinking Maps</p> <p>*Textbooks</p> <p>*Maps</p> <p>* Web Sites http://plasma.nationalgeographic.com/mapmachine/index.html www.enchantedlearning.com/usa/states/www.old-maps.com</p> <p>*Literature <i>GEOGRAPHY for Life National Geography Standards</i></p> <p>*Reading Street <i>Unit 1 & 2</i></p> <p>*Leveled Readers (Reading Street) <i>-Florida Everglades: Its Plants and Animals</i> <i>-Two Great Rivers</i> <i>-This Land is Our Land</i> <i>-The Amazing Geography of the West</i> <i>-Home on the Range</i></p> | <p>*Informal observation</p> <p>*Classroom discussion</p> <p>*Maps created by students</p> |

SOCIAL STUDIES CURRICULUM
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Strand: Geography

Standard GE:2: Places and Regions

Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people’s perceptions of places and regions.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|--|--|--|
| <p>GE:4:2.1 Describe the physical and human characteristics of places, e.g., landforms or where people live.</p> <p>GE:4:2.2 Recognize how physical and human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.</p> <p>GE:4:2.3 Generalize the concept of region as an area of Earth’s surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.</p> <p>GE:4:2.4 Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p> <p>GE:4:2.5 Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children’s literature.</p> | <p>*Assess a place or region from the points of view of various types of people – a homeless person, a business person, a taxi driver, a police officer, or a tourist...</p> <p>*Create a map of your neighborhood.</p> <p>*Design a map based on a location described in a book.</p> <p>*Compare maps from different regions and discuss relationship between population and geographic location.</p> | <p>*HSD ELA Curriculum</p> <p>*Newspapers/magazines</p> <p>*Textbook</p> <p>*Thinking Maps</p> <p>*Maps</p> <p>*Web Sites</p> <p style="padding-left: 20px;">*New Hampshire Geographic Alliance www.nhga.net/</p> <p style="padding-left: 20px;">* www.old-maps.com</p> <p>*Literature</p> <p style="padding-left: 20px;">-<i>GEOGRAPHY for Life</i></p> <p style="padding-left: 20px;">-<i>National Geography Standards</i></p> <p>*Reading Street <i>Unit 1 & 2</i></p> <p>*Leveled Readers (Reading Street)</p> <p style="padding-left: 20px;">-<i>Florida Everglades: Its Plants and Animals</i></p> <p style="padding-left: 20px;">-<i>Two Great Rivers</i></p> <p style="padding-left: 20px;">-<i>This Land is Our Land</i></p> <p style="padding-left: 20px;">-<i>The Amazing Geography of the West</i></p> <p style="padding-left: 20px;">-<i>Home on the Range</i></p> | <p>*Answering questions</p> <p>*Informal Observation</p> |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: Geography

Standard GE:3: Physical Systems

Students will demonstrate an understanding of physical processes that shape the patterns of Earth’s surface and the characteristics and spatial distribution of ecosystems.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|---|--|---|
| <p>GE:4:3.1: Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.</p> <p>GE:4:3.2 Demonstrate how physical processes shape features of Earth’s surface, e.g., weather or tectonic forces.</p> <p>GE:4:3.3 Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight.</p> <p>GE:4:3.4 Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain</p> <p>GE:4:3.5 Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.</p> | <p>*Construct a model depicting Earth-Sun relationships and use it to explain Earth’s rotation and time zones.</p> <p>*Develop a food chain pyramid</p> | <p>*HSD ELA Curriculum</p> <p>*HSD Science Curriculum</p> <p>*Globe and flashlight</p> <p>*Graphic organizers</p> <p>*Literature <i>-From Sea to Shining Sea NEW HAMPSHIRE</i> by Dennis Brindell Fradin <i>-America the Beautiful NEW HAMPSHIRE</i> by Sylvia McNair <i>-Portrait of America New Hampshire</i> by Kathleen Thomson <i>-GEOGRAPHY for Life National Geography Standards</i></p> <p>*Reading Street <i>Unit 1 & 2</i></p> <p>*Leveled Readers (Reading Street) <i>-Florida Everglades: Its Plants and Animals</i> <i>-Two Great Rivers</i> <i>-The Amazing Geography of the West</i> <i>-Home on the Range</i></p> | <p>*Written description of model (in sample activities)</p> |

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Strand: Geography

Standard GE:4: Human Systems

Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; & the forces of cooperation and conflict among peoples.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|--|--|--|
| <p>GE:4:4.1 Recognize the distribution of a population and its underlying causes, e.g., rural, suburban, or urban.</p> <p>GE:4:4.2 Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.</p> <p>GE:4:4.3 Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.</p> <p>GE:4:4.4 Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns.</p> | <p>*Read narratives describing a variety of migrations in different regions of the U.S. and then discuss the reasons for each migration</p> <p>*Explain and compare past and current patterns of rural-urban migration in the U. S.</p> <p>*Read narratives and poems about a different type of community unlike that of the student and then summarize the similarities and differences on a chart</p> <p>*Compare the transportation and communication systems of the present to those of the past in terms of factors such as quality, efficiency, and speed.</p> | <p>*HSD ELS Curriculum</p> <p>*HSD Science Curriculum</p> <p>*Trade books</p> <p>*Textbooks</p> <p>*Thinking Maps</p> <p>*Foldables</p> <p>*Literature</p> <p style="padding-left: 40px;">-<i>From Sea to Shining Sea NEW HAMPSHIRE</i> by Dennis Brindell Fradin</p> <p style="padding-left: 40px;">-<i>America the Beautiful NEW HAMPSHIRE</i> by Sylvia McNair</p> <p style="padding-left: 40px;">-<i>Portrait of America New Hampshire</i> by Kathleen Thomson</p> <p style="padding-left: 40px;">-<i>GEOGRAPHY for Life National Geography Standards</i></p> <p style="padding-left: 40px;">-<i>The House on Maple Street</i> by Bonnie Pryor</p> <p>*Reading Street <i>Units 1, 5 & 6</i></p> <p>*Leveled Readers (Reading Street)</p> | <p>*Observation</p> <p>*Discussion/conferencing</p> <p>*Writing samples</p> <p>*Published pieces</p> |

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Strand: Geography

Standard GE:5: Environment and Society

Students will demonstrate an understanding of the connections & consequences of the interactions between Earth’s physical & human systems.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|---|--|---|
| <p>GE:4:5.1 Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.</p> <p>GE:4:5.2 Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.</p> <p>GE:4:5.3 Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices.</p> <p>GE:4:5.4 Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p>GE:4:5.5 Compare how people in different regions use the same resources, e.g., water or wood.</p> | <p>*Create a PowerPoint or illustrated booklet that shows how and why people alter the physical environment (e.g., creating irrigation projects, clearing the land to make room for houses and shopping centers, planting crops, building roads)</p> <p>*Develop a collage of pictures that depict how people adapt to their physical environment at different times of the year (e.g., clothing, heating and cooling of homes, planting of crops in appropriate seasons)</p> <p>*Design and conduct a survey of students, family, and other members of the community to measure resource use in the school, home, and community on a typical day and classify the resources as renewable (e.g., timber), nonrenewable (petroleum), or flow (running water or wind)</p> | <p>*HSD ELA Curriculum</p> <p>*HSD Science Curriculum</p> <p>*Trade books</p> <p>*Textbooks</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Literature</p> <p style="padding-left: 20px;">-<i>From Sea to Shining Sea NEW HAMPSHIRE</i> by Dennis Brindell Fradin</p> <p style="padding-left: 20px;">-<i>America the Beautiful NEW HAMPSHIRE</i> by Sylvia McNair</p> <p style="padding-left: 20px;">-<i>Portrait of America New Hampshire</i> by Kathleen Thomson</p> <p style="padding-left: 20px;">-<i>GEOGRAPHY for Life National Geography Standards</i></p> <p style="padding-left: 20px;">-<i>The House on Maple Street</i> by Bonnie Pryor</p> <p>*Reading Street Units 1, 5 & 6</p> <p>*Leveled Readers (Reading Street)</p> | <p>*Observation</p> <p>*Tests</p> <p>*Quizzes</p> <p>*Writing samples</p> |

SOCIAL STUDIES CURRICULUM
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Strand: US/NH History

Standard HI:1: Political Foundations and Development

Students will demonstrate an understanding of the major ideas, issues, & events pertaining to the history of governance in our state & nation.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|---|---|--|
| <p>HI:2:1.1 Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor.</p> <p>HI:2:1.2 Trace the political development of New Hampshire governance, e.g., self-governance in early settlements or the development of current forms of local government.</p> <p>HI:2:1.3 Describe the significance of national and New Hampshire celebrations, monuments, symbols, and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.</p> | <p>*Create a living history museum by students researching a famous NH person and presenting their information as that person</p> <p>*Invite Hinsdale Town Moderator to be a guest speaker to clarify Town Meetings and local government duties.</p> <p>*Living history presentation from key New Hampshire historical people (Franklin Pierce, John Stark, Daniel Webster, Christa McAulliffe, Alan B. Shepard, Jr., Carlton Fisk.).</p> | <p>*HSD ELA Curriculum</p> <p>*Trade books /Biographies</p> <p>*Textbooks</p> <p>*Magazines/Newspapers</p> <p>*Thinking Maps</p> <p>*Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html http://www.town.hinsdale.nh.us/</p> <p>*Literature <i>-From Sea to Shining Sea NEW HAMPSHIRE</i> by Dennis Brindell Fradin <i>-America the Beautiful NEW HAMPSHIRE</i> by Sylvia McNair <i>-Portrait of America New Hampshire</i> by Kathleen Thomson</p> <p>*Reading Street <i>Units 1, 5 & 6</i></p> <p>*Leveled Readers (Reading Street)</p> | <p>*People reports/projects</p> <p>*Classroom discussion</p> <p>*Writing samples</p> <p>*Tests – essay, open response questions</p> <p>*Observation</p> <p>*Conferencing</p> |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: US/NH History

Standard HI:2: Contacts, Exchanges, and International Relations

Students will demonstrate an understanding of the events, actions, & policies of our nation in relation to other peoples & governments over time.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|---|--|--|
| <p>HI:4:2.1 Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.</p> | <p>*Create a string map showing the interconnectedness between classroom students, their friends and families in different towns, states, and countries</p> <p>*Read narratives about initial contact European settlers had with Native Americans.</p> <p>*Write narratives of the meeting of a new settler in New Hampshire with the Native Americans who lived there.</p> | <p>*HSD ELA Curriculum</p> <p>*Textbooks</p> <p>*Trade books</p> <p>*Newspapers/Magazines</p> <p>*Thinking Maps</p> <p>*Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html</p> <p>*Literature: <i>-The Abenaki</i> by Elaine Landau <i>-The Copper Tin Cup</i> by Carole Lexa Schaefer</p> <p>*Reading Street <i>Units 1, 5 & 6</i></p> <p>*Leveled Readers (Reading Street) <i>-From Spain to America</i> <i>-The Code Talkers</i> <i>-Meeting Amelia Earhart</i> <i>-A Shifting Society</i></p> | <p>* Journals</p> <p>* Classroom discussion</p> <p>* Observation</p> |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: US/NH History

Standard HI:3: World Views and Value Systems and their Intellectual and Artistic Expressions

Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|---|--|---|
| <p>HI:4:3.1 Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King, Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".</p> <p>HI:4:3.2 Explore how art, music, and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods, e.g., colonial life or industrialization in New Hampshire.</p> <p>HI:4:3.3 Explore how groups have enhanced the art, music, and literature of our nation, e.g., Latinos or Franco Americans</p> | <p>*In cooperation with art and music teacher, explore a range of various music and art genres</p> <p>*Read and discuss the speeches of people such as Martin Luther King, Jr. and John Stark.</p> <p>*Summarize the speeches of important people such as Martin Luther King, Jr. and John Stark and their importance in history.</p> <p>*Research art, music and literature of different time periods and discuss the influence they had on history.</p> | <p>*HSD ELA Curriculum</p> <p>*HSD Music & Art Curriculum</p> <p>*Textbooks</p> <p>*Trade books</p> <p>*Thinking Maps</p> <p>*Primary Sources <i>-John Stark's speech containing "Live Free or Die"</i> <i>-Martin Luther King, Jr.'s "I Have a Dream" speech</i></p> <p>*Literature: <i>-G is for Granite a New Hampshire Alphabet by Marie Harris</i></p> <p>*Reading Street text</p> <p>*Leveled Readers (<i>Reading Street</i>)</p> | <p>* Writing samples</p> <p>* Language book activities</p> <p>* Observation</p> <p>*Discussion/conferencing</p> |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: US/NH History

Standard HI:4: Economic Systems and Technology

Students will demonstrate an understanding of the changing forms of production, distribution, & consumption of goods & services over time.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|--|--|--|
| <p>HI:4:4.1 Explore major developments and changes in economic productivity, e.g., adoption of Native American crops or use of mass production.</p> <p>HI:4:4.2 Explore the impact of important technological inventions, e.g., new forms of transportation or housing.</p> <p>HI:4:4.3 Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.</p> | <p>*Create a timeline of textile making, from hand carding, spinning and weaving of wool, to textile mills of early 1900's, to today's present day methods</p> <p>* Create models of different forms of transportation through NH's past</p> | <p>*HSD ELA Curriculum</p> <p>*Textbooks/Trade books</p> <p>*Newspapers/Magazines</p> <p>*Thinking Maps</p> <p>*Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html</p> <p>*Reading Street <i>Unit 2</i></p> <p>*Leveled Readers (Reading Street) <i>-Home on the Range</i> <i>-To Market, To Market</i> <i>-Lumberjacks</i> <i>-Danger! Children at Work</i> <i>-The Seafaring Life</i> <i>-The Maple Tree</i></p> <p>*Literature <i>-From Sea to Shining Sea NEW HAMPSHIRE</i> <i>- Hinsdale, NH</i> by Hinsdale Historical Society <i>-America the Beautiful NEW HAMPSHIRE</i> <i>-The Abenaki</i> <i>-Yvonne of the Amoskeag Textile Mills</i></p> | <p>* Observation</p> <p>* Discussions</p> <p>* Timelines</p> |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: US/NH History

Standard HI:5: Social/Cultural

Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs, & practices, over time.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|---|---|---|
| <p>HI:4:5.1 Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.</p> <p>HI:4:5.2 Describe the impact of major national and state events on everyday life, e.g., The American Revolution or the terrorist attacks on 9.11.2001.</p> <p>HI:4:5.3 Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.</p> <p>HI:4:5.4 Explore attitudes towards diversity, e.g., segregation or inclusion.</p> <p>HI:4:5.5 Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.</p> | <p>*Read <i>The Sarah Witcher Story</i> and <i>The Bear that Heard Crying</i>, two versions of the same NH folktale, and then compare and contrast the retellings.</p> <p>*List the reasons different ethnic groups have had for coming to the United States.</p> | <p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*Newspapers/Magazines</p> <p>*Textbooks</p> <p>*Trade Books</p> <p>*Web Sites www.nh.gov/nhfacts/index.html www.nh.gov/government/state.html</p> <p>*Reading Street <i>Units 1, 5 & 6</i></p> <p>*Leveled Readers (Reading Street)</p> <p>*Literature -<i>From Sea to Shining Sea NEW HAMPSHIRE</i> -<i>Portrait of America New Hampshire</i> -<i>Yvonne of the Amoskeag Textile Mills</i> -<i>The Sarah Witcher Story</i> -<i>The Bear that Heard Crying</i> -<i>The Copper Tin Cup</i></p> | <p>*Observation</p> <p>*Participation</p> |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: World History

Standard WH:1: Political Foundations and Developments

Students will demonstrate an understanding of major events, ideas, and issues pertaining to the history of governance

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|---|--|--------------------------------|
| WH:4:1.1 Explain that people of different countries create social and political systems, e.g., a family or a government. | *Compare different customs and “family units” from countries around the world | *Trade books *HSD ELA Curriculum *Textbooks *Thinking Maps *Web Sites *Newspapers/Magazines | *Observation *Participation |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: World History

Standard WH:2: Contacts, Exchanges, and International Relations

Students will demonstrate their understanding of the interactions of peoples and governments over time.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|---|---|--|--|
| WH:4:2.1 Explain how events or global issues affect interactions between countries, e.g., the Olympics or the war on terrorism. | <ul style="list-style-type: none"> *Activities from <i>Scholastic News</i> *Use current events to generate discussions and debates. | <ul style="list-style-type: none"> *HSD ELA Curriculum Guide *HSD Science Curriculum *Nonfiction books *Graphic Organizers *Thinking Maps *Magazines/Newspapers *Internet Web sites *Encyclopedias *Textbooks * Trade books *<i>Scholastic News</i> | <ul style="list-style-type: none"> *Observation *Discussions *Scholastic News assessments |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: World History

Standard WH:3: Views and Value Systems and their Intellectual & Artistic Expressions

Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior, & their forms of expression.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|---|---|--------------------------------|
| WH:4:3.1 Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales | *Retell, collect, and publish family stories passed down from earlier generations | *HSD ELA Curriculum *HSD Music & Art Curriculums *Textbooks *Thinking Maps *Web Sites *Trade books *Newspapers/Magazines *Literature - <i>Cow Tale Switch: and Other West African Stories</i> by Harold Courlander | *Observation *Participation |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: World History

Standard WH:4: Economic Systems and Technology

Students will demonstrate their understanding of the changing forms of production, distribution, and consumption of goods and services over time.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|---|--|--|
| <p>WH:4:4.1 Explain how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today.</p> | <p>*Create a timeline of farm implements discussing how their invention helped farmers to produce more than just what their family's needed for survival.</p> | <p>*HSD ELA Curriculum *Textbooks *Thinking Maps *Newspapers/Magazines *Trade books *Web Sites</p> | <p>*Observation *Participation</p> |

SOCIAL STUDIES CURRICULUM
FOURTH GRADE

Strand: World History

Standard WH:5: Social/Cultural

Students will demonstrate their understanding of the diversity of values, beliefs, & practices of individuals and groups over time.

| Knowledge & Skills | Sample Activities (some may be assessed) | Resources & Materials | Possible Assessments |
|--|--|--|---|
| <p>WH:4:5.1 Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress</p> | <p>*Festivals Around the World classroom celebration – groups research different countries around the world and how they celebrate.</p> <p>*Compare European society with Colonial New Hampshire in the 1800s and today.</p> | <p>*HSD ELA Curriculum Guide</p> <p>*HSD Music Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Web Site -Festivals Around the World www.factmonster.com/ipka/A0909585.html</p> | <p>*Observation</p> <p>*Participation</p> |