

The **Fourth Grade Social Studies** students at St. Patrick’s will develop into individuals who are knowledgeable about basic United States and world geography as well as proficient in facts about Nebraska and its history. The focus for geography includes: identifying the continents, oceans, countries in North America, and state capitals for all 50 states. Nebraska history starts at the Ice Age and continues through statehood. The lessons this year also cover Nebraskans who have made contributions to our world, and our unique state government and its processes.

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
4.1 Map Skills (NE 4.10)	a. Students will identify and locate the seven continents on a map, the state of Nebraska, and the city of Omaha. b. Students will identify the four main oceans and label them on a map. c. Students will locate and use tools on a map including a map key and compass rose. d. Students will be introduced to the concept of latitude and longitude. e. Students will identify the state capitals of all 50 states	Maps of the World, United States, and Nebraska Text Teacher created Power Point presentations	<u>Formative:</u> Observations Anecdotal observations Daily assignments <u>Summative:</u> Map labeling Tests (selected response) Quizzes over state capitals (selected response or personal communication)
4.2 Introduction to Nebraska (NE 4.11, 5.4.1)	a. Students will be able to locate Nebraska and pertinent cities on a map. b. Students will understand what history is and know the difference between primary and secondary sources. (NE 4.7) c. Students will be able to recall the state symbols of Nebraska.	Maps of United States Examples of primary and secondary sources Text Teacher created Power Point presentations and notes Student created state symbol posters	<u>Formative:</u> Observations Anecdotal observations Daily assignments(symbol mobile) <u>Summative:</u> Map labeling Tests (selected response and essay) Quizzes
4.3 Geography of Nebraska (NE 4.5)	a. Students will understand what a natural resource is and know the difference between renewable and non-renewable resources. b. Students will understand the agricultural system of Nebraska including the difference between a consumer and a producer. c. Students will identify the main land regions in Nebraska and how that affects the crops grown. d. Students will identify the state capital and main rivers in Nebraska.	Text Map of Nebraska Agriculture class pen pals Notes Teacher created Power Point presentations	<u>Formative:</u> Observations Anecdotal observations Daily assignments <u>Summative:</u> Map labeling Tests (selected response and essay) Quizzes

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
4.4 Native Americans in Nebraska (NE 4.4)	<p>a. Students will identify the Native American groups native to Nebraska and where they lived.</p> <p>b. Students will understand the difference in Native American housing and lifestyle compared to the lifestyle of others and other time periods.</p> <p>c. Students will be able to identify differences between the tribes which may include traditions, celebrations, and lifestyle.</p>	<p>Teacher created class timeline</p> <p>Text</p> <p>Nebraska map</p> <p>Native American trunk from Joslyn Art Museum</p> <p>Teacher created Power Point Presentations</p>	<p><u>Formative:</u></p> <p>Observations</p> <p>Anecdotal observations</p> <p>Daily assignments (teacher created worksheets)</p> <p><u>Summative:</u></p> <p>Map labeling</p> <p>Tests (selected response and essay)</p> <p>Quizzes</p> <p>Native American ABC books (performance assessment)</p>
4.5 Pioneers (NE 4.1, 4.5)	<p>a. Students will understand the historical impact made on Nebraska because of the Oregon Trail and Homestead Act.</p> <p>b. Students will understand the daily lifestyle of a pioneer including but not limited to: mode of transportation, schooling, family life, jobs, and housing</p> <p>c. Students will understand the relationship between the pioneers and Native Americans</p> <p>d. Students will locate the Oregon Trail location on a map.</p>	<p>Teacher created class timeline</p> <p>Text</p> <p>Midwest and Nebraska Map</p> <p>Notes and Power Point presentations</p> <p>Class created covered wagon</p> <p>Pioneer Day recreation</p>	<p><u>Formative:</u></p> <p>Observations</p> <p>Anecdotal observations</p> <p>Daily assignments(teacher created worksheets)</p> <p><u>Summative:</u></p> <p>Map labeling</p> <p>Tests (selected response and essay)</p> <p>Quizzes</p> <p>Pioneer Day field trip</p> <p>Archdiocesan 4th grade assessment (performance assessment)</p>
4.6 Government & Citizenship in Nebraska (NE 4.8, 4.13, 4.15)	<p>a. Students will understand the governmental process of Nebraska.</p> <p>b. Students will identify the jobs of the three government branches as well as who runs each branch.</p> <p>c. Students will understand the jobs of citizens in communities.</p> <p>d. Students will understand the purpose and importance of laws, how they are created, and the consequences of not following them.</p>	<p>Text</p> <p>Notes (graphic organizer for government branches)</p> <p>Teacher created Power Point presentations</p> <p>Letter to state senator</p>	<p><u>Formative:</u></p> <p>Observations</p> <p>Anecdotal observations</p> <p>Daily assignments (teacher created worksheets)</p> <p><u>Summative:</u></p> <p>Tests (selected response and essay)</p> <p>Quizzes</p> <p>Field trip to legislature session at the state capitol building</p>

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4.7 Notable Nebraskans (NE 4.6)	a. Students will identify Nebraskans in the Nebraska Hall of Fame who have made a notable contribution to our everyday life and be able to describe how the contribution has affected our lives.	Student created Hall of Fame in notes (different people introduced each week throughout semester) Hall of Fame board in classroom Text	<u>Formative:</u> Observations Anecdotal observations Daily assignments <u>Summative:</u> Test (selected response) Lincoln State capital field trip Nebraska statue project
