



Diocese of Greensburg Curriculum
 Social Studies
 Grade 4

Unit	Standards	Content	Skills
<p>Geography of the United States</p>	<p>PA: Geography 2009 PA: Grade 4</p> <hr/> <p>Geography 7.1. Basic Geographic Literacy</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions</p> <p>7.3. Human Characteristics of Places and Regions</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<p><u>Map Physical Features</u></p> <ul style="list-style-type: none"> • Land forms • Continents • Bodies of Water • Latitude and Longitude • Graphic Aids • Different Maps <p><u>5 Themes of Geography:</u></p> <ul style="list-style-type: none"> • Location • Place • Human/Environment Interactions • Movement • Region <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect For Life • Simplicity • Truth 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify and locate continents and bodies of water • Locate cities using latitude and longitude • Explain how the prime meridian and the equator divide Earth into four hemispheres • Compare and contrast climate and weather • Evaluate the similarities and differences of the five major regions of the United States • Describe and locate places and regions as defined by physical and human features • Interpret map symbols • Identify and describe the Five Themes of Geography • Interpret political and physical maps • Evaluate how the environment impacts how and where people live • Analyze how people adapt to the environment

Unit	Standards	Content	Skills
The Northeast Region	<p>PA: Civics and Government 2009 PA: Grade 4</p> <hr/> <p>5.1 Principles & Documents of Government Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>5.1.4.D Identify key ideas about government found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution.</p> <p>5.1.4.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.2 Rights and Responsibilities of Citizenship 5.2. Rights and Responsibilities of Citizenship</p> <p>5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>5.2.4.D. Describe how citizens participate in school and community activities.</p> <p>5.3 How Government Works 5.3. How Government Works</p> <p>5.3.4.F. Explain how different perspectives can lead to conflict.</p> <p>PA: Economics 2009 PA: Grade 4</p> <hr/> <p>6.1 Scarcity and Choice Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.1.4.A. Identify scarcity of resources in a local community.</p> <p>6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.</p> <p>6.1.4.D. Explain what influences the choices people make</p> <p>6.2 Markets and Economic Systems</p>	<p><u>Northeast Region</u></p> <ul style="list-style-type: none"> • Natural resources • People and culture • State identification • Economic/ History • Climate and life style • Transportation • Important cities • Land forms <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect For Life • Simplicity • Truth 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify natural resources and how people use them • Describe how the climate, landforms, and bodies of water affect lifestyle • Identify the kinds of transportation and trade systems available • Describe the interaction between Native Americans and Europeans • Identify, analyze, and create different types of maps and graphic aids relating to region • Identify states, capitals, and major cities of the region

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	<p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.2.4.E. Explain why local businesses open and close.</p> <p>6.2.4.G. Explain the three basic questions all economic systems must answer. • What to produce? • How? • For whom?</p> <p>6.3 Functions of Government Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.3.4.A. Explain how government responds to social needs by providing public goods and services.</p> <p>6.5 Income, Profit, and Wealth Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.5.4.B. Identify the requirements for different careers and occupations.</p> <p>PA: Geography 2009 PA: Grade 4</p> <hr/> <p>Geography 7.1. Basic Geographic Literacy</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions</p>		

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	<p>7.3. Human Characteristics of Places and Regions</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p> <p>PA: History 2009 PA: Grade 4</p> <hr/> <p>8.2. Pennsylvania History 8.2. Pennsylvania History</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>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</p> <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p>		

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	<p>How peoples from different cultures develop different values and ways of interpreting experience;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> <p>Concepts such as: location, direction, distance, and scale;</p> <p>Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p> <p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals;</p> <p>Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living;</p> <p>Benefits and problems resulting from the discovery and use of resources;</p> <p>Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs;</p> <p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>The Southeast Region</p>	<p>PA: Geography 2009 PA: Grade 4 <hr/> Geography</p>	<p><u>Southeast Region</u></p> <ul style="list-style-type: none"> Natural Resources 	<p>The students will be able to:</p>

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	<p>7.1. Basic Geographic Literacy</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions</p> <p>7.3. Human Characteristics of Places and Regions</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p> <p>PA: History 2009 PA: Grade 4</p> <hr/> <p>8.1. Historical Analysis and Skills Development 8.1. Historical Analysis and Skills Development</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.3. United States History 8.3. United States History</p> <p>8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.</p> <p>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 •</p>	<ul style="list-style-type: none"> • People and culture • State identification • Economic/ History • Climate and life style • Transportation • Important cities • Land forms <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect For Life • Simplicity • Truth 	<ul style="list-style-type: none"> • Identify natural resources and how people use them • Describe how the climate, landforms, and bodies of water affect lifestyle • Identify the kinds of transportation and trade systems available • Describe the interaction between Native Americans and Europeans • Identify, analyze, and create different types of maps and graphic aids relating to region • Identify states, capitals, and major cities of the region

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	<p>Working conditions • Immigration • Military conflict • Economic stability</p> <p>NCSS: Social Studies 2010</p> <p>NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p> <p>How peoples from different cultures develop different values and ways of interpreting experience;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>Key concepts such as: past, present, future, similarity, difference, and change;</p> <p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts;</p> <p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p>		

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	<p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> <p>Concepts such as: location, direction, distance, and scale;</p> <p>Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p> <p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals;</p> <p>Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living;</p> <p>Benefits and problems resulting from the discovery and use of resources;</p> <p>Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs;</p> <p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>Concepts such as, growth, change, learning, self, family, and groups;</p> <p>People's interactions with their social and physical surroundings influence individual identity and growth;</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p>		

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	<p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms;</p> <p>POWER, AUTHORITY, AND GOVERNANCE Knowledge Learners will understand</p> <p>Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state;</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>How people and communities deal with scarcity of resources;</p> <p>The goods and services produced in the market and those produced by the government.</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand</p> <p>That science often leads to new technology in areas such as communication and transportation, and results in change over time;</p> <p>CIVIC IDEALS AND PRACTICES Knowledge Learners will understand</p> <p>Drawing illustrations of examples of participation supportive of civic ideals and practices;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>The Midwest Region</p>	<p>PA: Geography 2009 PA: Grade 4</p> <hr/> <p>Geography</p>	<p><u>Midwest Region</u></p> <ul style="list-style-type: none"> • Natural resources • People and culture 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify natural resources and how people use them

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	<p>7.1. Basic Geographic Literacy</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions</p> <p>7.3. Human Characteristics of Places and Regions</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p> <p>PA: History 2009 PA: Grade 4</p> <hr/> <p>8.3. United States History 8.3. United States History</p> <p>8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.</p> <p>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</p> <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE</p>	<ul style="list-style-type: none"> • State identification • Economic/ History • Climate and life style • Transportation • Important cities • Landforms <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect for Life • Service • Truth 	<ul style="list-style-type: none"> • Describe how the climate, landforms, and bodies of water affect lifestyle • Identify the kinds of transportation and trade systems available • Describe the interaction between Native Americans and Europeans • Identify, analyze, and create different types of maps and graphic aids relating to region • Identify states, capitals, and major cities of the region

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	<p>Knowledge Learners will understand</p> <p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p> <p>How peoples from different cultures develop different values and ways of interpreting experience;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>Key concepts such as: past, present, future, similarity, difference, and change;</p> <p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts;</p> <p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p>Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world;</p> <p>That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold;</p> <p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p>		

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	<p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> <p>Concepts such as: location, direction, distance, and scale;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p> <p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>Concepts such as, growth, change, learning, self, family, and groups;</p> <p>Individuals change over time;</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p> <p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms;</p> <p>That individuals, groups, and institutions share common elements and also have unique characteristics;</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>How people and communities deal with scarcity of resources;</p> <p>What people and communities gain and give up when they make a decision;</p> <p>The goods and services produced in the market and those produced by the government.</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand</p>		

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	<p>That science often leads to new technology in areas such as communication and transportation, and results in change over time;</p> <p>That science and technology can have both positive and negative impacts on individuals, society, and the globe.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>The Southwest Region</p>	<p>PA: Economics 2009 PA: Grade 4</p> <hr/> <p>6.2 Markets and Economic Systems Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.2.4.E. Explain why local businesses open and close.</p> <p>PA: Geography 2009 PA: Grade 4</p> <hr/> <p>Geography 7.1. Basic Geographic Literacy</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions</p> <p>7.3. Human Characteristics of Places and Regions</p>	<p><u>Southwest Region</u></p> <ul style="list-style-type: none"> • Natural resources • People and culture • State identification • Economic/ History • Climate and life style • Transportation • Important cities • Land forms <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect For Life • Simplicity • Truth 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify natural resources and how people use them • Describe how the climate, landforms, and bodies of water affect lifestyle • Identify the kinds of transportation and trade systems available • Describe the interaction between Native Americans and Europeans • Identify, analyze, and create different types of maps and graphic aids relating to region • Identify states, capitals, and major cities of the region

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	<p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p> <p>PA: History 2009 PA: Grade 4</p> <hr/> <p>8.1. Historical Analysis and Skills Development 8.1. Historical Analysis and Skills Development</p> <p>8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)</p> <p>8.3. United States History 8.3. United States History</p> <p>8.3.4.A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.</p> <p>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</p> <p>8.4. World History 8.4. World History</p> <p>8.4.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups in world history</p> <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p>		

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	<p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p> <p>How peoples from different cultures develop different values and ways of interpreting experience;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>Key concepts such as: past, present, future, similarity, difference, and change;</p> <p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> <p>Concepts such as: location, direction, distance, and scale;</p> <p>Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p>		

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	<p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals;</p> <p>Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living;</p> <p>Benefits and problems resulting from the discovery and use of resources;</p> <p>Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs;</p> <p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>Concepts such as, growth, change, learning, self, family, and groups;</p> <p>Individuals change over time;</p> <p>Individual choices are influenced by personal and social factors.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p> <p>This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;.</p> <p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms;</p> <p>Characteristics that distinguish individuals;</p> <p>That individuals, groups, and institutions share common elements and also have unique characteristics;</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p>		

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	<p>Knowledge Learners will understand</p> <p>How people and communities deal with scarcity of resources;</p> <p>The goods and services produced in the market and those produced by the government.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>The Western Region and Pacific Coast</p>	<p>PA: Economics 2009 PA: Grade 4</p> <hr/> <p>6.2 Markets and Economic Systems Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.2.4.E. Explain why local businesses open and close.</p> <p>6.3 Functions of Government Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.3.4.A. Explain how government responds to social needs by providing public goods and services.</p> <p>PA: Geography 2009 PA: Grade 4</p> <hr/> <p>Geography 7.1. Basic Geographic Literacy</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p>	<p><u>Western Region and Pacific Coast</u></p> <ul style="list-style-type: none"> • Natural resources • People and culture • State identification • Economic/ History • Climate and life style • Transportation • Important cities • Land forms <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect For Life • Simplicity • Truth 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify natural resources and how people use them • Describe how the climate, landforms, and bodies of water affect lifestyle • Identify the kinds of transportation and trade systems available • Describe the interaction between Native Americans and Europeans • Identify, analyze, and create different types of maps and graphic aids relating to region • Identify states, capitals, and major cities of the region

Unit	Standards	Content	Skills
	<p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions</p> <p>7.3. Human Characteristics of Places and Regions</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p> <p>PA: History 2009 PA: Grade 4</p> <hr/> <p>8.1. Historical Analysis and Skills Development 8.1. Historical Analysis and Skills Development</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.3. United States History 8.3. United States History</p> <p>8.3.4.A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>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</p> <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p>		

Unit	Standards	Content	Skills
	<p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p> <p>How individuals learn the elements of their culture through interactions with other members of the culture group;</p> <p>How peoples from different cultures develop different values and ways of interpreting experience;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>Key concepts such as: past, present, future, similarity, difference, and change;</p> <p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts;</p> <p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p>		

Unit	Standards	Content	Skills
	<p>Concepts such as: location, direction, distance, and scale;</p> <p>Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p> <p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals;</p> <p>Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living;</p> <p>Benefits and problems resulting from the discovery and use of resources;</p> <p>Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs;</p> <p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>Concepts such as, growth, change, learning, self, family, and groups;</p> <p>Individuals change over time;</p> <p>People's interactions with their social and physical surroundings influence individual identity and growth;</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p> <p>This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;.</p>		

Unit	Standards	Content	Skills
	<p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms;</p> <p>That individuals, groups, and institutions share common elements and also have unique characteristics;</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>How people and communities deal with scarcity of resources;</p> <p>The goods and services produced in the market and those produced by the government.</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand</p> <p>Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel);</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Pennsylvania Geography</p>	<p>PA: Economics 2009 PA: Grade 4</p> <hr/> <p>6.1 Scarcity and Choice Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.1.4.A. Identify scarcity of resources in a local community.</p> <p>PA: Geography 2009 PA: Grade 4</p> <hr/> <p>Geography 7.1. Basic Geographic Literacy</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p>	<p><u>Pennsylvania Geography</u></p> <ul style="list-style-type: none"> • Natural resources • Neighboring state identification • Specific counties and county seats • Economic/ History • Climate and life style • Transportation • Important cities • Landforms <p>• <u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect for Life • Service 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify capital, major cities, and major rivers of Pennsylvania • Locate states bordering Pennsylvania • Locate specific counties • Identify natural resources and how people use them • Describe how the climate, landforms, and bodies of water affect lifestyle • Identify, analyze, and create different types of maps and graphic aids relating to Pennsylvania

Unit	Standards	Content	Skills
	<p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions</p> <p>7.3. Human Characteristics of Places and Regions</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities</p> <p>7.4. Interactions Between People and the Environment</p> <p>7.4.4.A. Identify the effect of the physical systems on people within a community.</p> <p>7.4.4.B. Identify the effect of people on the physical systems within a community.</p> <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> <p>Concepts such as: location, direction, distance, and scale;</p> <p>Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p> <p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals;</p>	<ul style="list-style-type: none"> • Truth 	<ul style="list-style-type: none"> • Describe what causes the wide variations in Pennsylvania's climate

Unit	Standards	Content	Skills
	<p>Benefits and problems resulting from the discovery and use of resources;</p> <p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>How people and communities deal with scarcity of resources;</p> <p>The goods and services produced in the market and those produced by the government.</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand</p> <p>Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Pennsylvania History and Government</p>	<p>PA: Civics and Government 2009 PA: Grade 4</p> <hr/> <p>5.1 Principles & Documents of Government Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>5.1.4.B. Explain rules and laws for the classroom, school, community, and state.</p> <p>5.1.4.C. Explain the principles and ideals shaping local and state government. • Liberty / Freedom • Democracy • Justice • Equality</p> <p>5.1.4.D Identify key ideas about government found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution.</p>	<p><u>Pennsylvania History and Government</u></p> <ul style="list-style-type: none"> • Pennsylvania Native American groups • European settlers • William Penn and the Quakers • Philadelphia • French and Indian War • American Revolution • Constitutional Convention <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Explain the roles of key individuals in the early settlement of Pennsylvania • Identify and explain the cultural contributions of Native Americans to Pennsylvania history • Compare and contrast explorers' discoveries of Pennsylvania • Locate settlements that made up New Sweden • Identify and explain conflict and cooperation between Native American groups and Europeans

Unit	Standards	Content	Skills
	<p>5.1.4.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.2 Rights and Responsibilities of Citizenship 5.2. Rights and Responsibilities of Citizenship</p> <p>5.2.4.C. Describe the roles of leadership and public service in school, community, state, and nation.</p> <p>5.3 How Government Works 5.3. How Government Works</p> <p>5.3.4.A. Identify the roles of the three branches of government.</p> <p>5.3.4.C. Identify the services performed by local and state governments.</p> <p>5.3.4.D. Identify positions of authority at the local and state, and national level.</p> <p>5.3.4.E. Explain the voting process.</p> <p>PA: Economics 2009 PA: Grade 4</p> <hr/> <p>6.3 Functions of Government Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.3.4.B. Describe the impact of government involvement in state and national economic activities.</p> <p>PA: History 2009 PA: Grade 4</p> <hr/> <p>8.1. Historical Analysis and Skills Development 8.1. Historical Analysis and Skills Development</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p>	<ul style="list-style-type: none"> • Justice • Peace • Respect For Life • Simplicity • Truth 	<ul style="list-style-type: none"> • Compare and contrast the needs and wants of European settlers and the Native American people who lived in what is now, Pennsylvania • Identify the political and cultural contributions of William Penn and the Quakers • Describe how William Penn's beliefs and practices led to the growth of the colony • Identify and explain the importance of the Ohio River valley and why it caused conflict between the French and the British • Identify and explain the effects of the French and Indian War on Pennsylvania • Trace the sequence of events that led to conflict between Britain and its colonies • Identify and explain the causes and effects of the Revolutionary War • Describe contributions Pennsylvanians made in the writing of the U.S. Constitution • Describe the role Philadelphia played in the founding of our Nation • Use primary sources to acquire information • Interpret historical events from different perspectives • Interpret graphic aids

Unit	Standards	Content	Skills
	<p>8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)</p> <p>8.2. Pennsylvania History 8.2. Pennsylvania History</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>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</p> <p>8.2.4.D. Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability</p> <p>8.3. United States History 8.3. United States History</p> <p>8.3.4.A. Differentiate common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.</p> <p>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</p> <p>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</p> <p>8.4. World History 8.4. World History</p>		

Unit	Standards	Content	Skills
	<p>8.4.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups in world history</p> <p>8.4.4.B. Locate historical documents, artifacts, and sites, which are critical to World history.</p> <p>8.4.4.C. Explain how continuity and change in world history have influenced personal development and identity. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations</p> <p>8.4.4.D. Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.</p> <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p> <p>How individuals learn the elements of their culture through interactions with other members of the culture group;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>Key concepts such as: past, present, future, similarity, difference, and change;</p>		

Unit	Standards	Content	Skills
	<p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts;</p> <p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> <p>Concepts such as: location, direction, distance, and scale;</p> <p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live;</p> <p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals;</p> <p>Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living;</p> <p>Benefits and problems resulting from the discovery and use of resources;</p> <p>Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs;</p> <p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p>		

Unit	Standards	Content	Skills
	<p>The study of individual development and identity helps us know who we are and how we change;</p> <p>Concepts such as, growth, change, learning, self, family, and groups;</p> <p>Individuals have characteristics that are both distinct from and similar to those of others;</p> <p>Individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems;</p> <p>Individuals change over time;</p> <p>People's interactions with their social and physical surroundings influence individual identity and growth;</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p> <p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms;</p> <p>Characteristics that distinguish individuals;</p> <p>That individuals, groups, and institutions share common elements and also have unique characteristics;</p> <p>The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives;</p> <p>How the rules and norms of groups to which they belong impact their lives.</p> <p>POWER, AUTHORITY, AND GOVERNANCE Knowledge Learners will understand</p> <p>Rules and laws can serve to support order and protect individual rights;</p> <p>Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and</p>		

Unit	Standards	Content	Skills
	<p>balances, minority rights, and the separation of church and state;</p> <p>Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity;</p> <p>The basic elements of government in the United States: executive, legislative, and judicial authority;</p> <p>The ways in which governments meet the needs and wants of citizens.</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand</p> <p>How people and communities deal with scarcity of resources;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand</p> <p>Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel);</p> <p>All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections;</p> <p>CIVIC IDEALS AND PRACTICES Knowledge Learners will understand</p> <p>Participating in civic discussion and action about a school or community issue;</p> <p>Drawing illustrations of examples of participation supportive of civic ideals and practices;</p> <p>Writing reports, letters, or brief position statements to describe an issue, actions to address it, and reasons for supporting a particular position over others;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		



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