

Grade Four - Regions

The standards for fourth grade require the students to explore regions of the United States and the world. Historical, economic, and geographical concepts expand discussions on national topics, developmental stages of the nation, global issues, supply and demand, and the role of technology, and geographic patterns. Students should participate in the process of nomination and election of officers, understand the concept of majority, and be able to explain motivations that contribute to conflicts and cooperation.

Skills:

- Locate and analyze information from a variety of sources (books, newspapers, periodicals, and computer resources)
- Determine sequence of events and identify cause and effect relationships
- Organize and summarize information into usable and efficient forms (graphs, charts, maps, outlines, tables, timelines) when appropriate, using technology
- Recognize the appropriate level of government to use with a given problem
- Decide data necessary to support or disprove an hypothesis
- Create a multimedia report using text, graphics, color, and sound

S1 Citizenship:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Explain citizens' rights and responsibilities in given regions, states, counties, and cities.
- b. Participate as a responsible and involved citizen.
- c. Examine ways to strengthen the common good that include a range of options for citizen actions.

SS2 Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. Describe cultural characteristics to include customs, arts, and traditions.
- b. Explain the value of cultural diversity within and across groups.
- c. Identify the influence of immigration and migration.

SS3 Time, Continuity, and Change:

Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Trace factors influencing population movement.
- b. Explain the developmental stages of a region.
- c. Identify political, religious, and economic factors that influence the settlement of specific geographical locations.

SS4 Space and Place:

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Use a variety of geographic tools, (e.g., maps, globes, charts, graphs, technology, map keys, and symbols) to gather and interpret data and draw conclusions about physical patterns.
- b. Use the geographic concepts of location, place, human - environment interactions, movement and regions.
- c. Explain how historical events have been influenced by geographic factors.
- d. Identify demographic factors as they relate to geography, economics, shelter, the environment, jobs, and health.

SS5 Individual Development and Identity:

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Explore factors that contribute to one's identity (e.g., interests, capabilities, perceptions, and location).
- b. Describe personal connections to family and school.
- c. Identify and describe ways regional, ethnic, and national cultures influence daily lives.

SS6 Individuals, Groups, and Institutions:

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Interpret group and institutions' influence on society.
- b. Describe the basic institutions that serve the needs of individuals and groups.

SS7 Production, Distribution and Consumption:

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Explain how natural resources, transportation, and geographic factors help determine the kinds of jobs available in a particular region.
- b. Use economic concepts such as supply, demand, and price to explain events in a region.
- c. Define the terms specialization, market, economic choice, unlimited wants with limited resources, goods and services, and scarcity when describing a region's economy.
- d. Describe the various institutions that make up economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations).

SS8 Power, Authority, and Governance:

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Describe the purpose of government and its powers
- b. Distinguish among local, state, and national government
- c. Identify representative leaders and their roles (e.g., mayor, governor, and president).
- d. Examine the rights and responsibilities of the individual in various situations.

SS9 Science, Technology, and Society:

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. Explain the need for laws and policies that affect scientific and technological applications.
- b. Use environmental terminology to explain how humans shape and adapt to their environment.
- c. Recognize how the needs of a region influence scientific and technological choices and advancements.
- d. Explain how major inventions affect society (e.g., limitations and advantages).

SS10 Global Connections:

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Explain how regions are interdependent.
- b. Show how cultural elements (e.g., language, art, music, and belief systems) can both connect people and cause misunderstandings.
- c. Explain the relationships and tensions among national, regional, and state interests.