

2011

Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

Grade 4 Standards

Catholic Schools Office
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What is Social Studies?

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.**

Why Is Social Studies important?

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.*

Social Studies in the Catholic School

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

Scope and Sequence

K – Self

1 – Family and School

2 – Neighborhoods

3 – Communities

4 – United States Regions (2 trimesters) and home State Studies (1 trimester)

5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)

6 – World Civilizations

7 – United States History (Setting the Stage for the American Revolution to Reconstruction)

8 – United States History (Settlement of West to Present Day)

9 – World History I*

10 – World History II*

11 – United States History (Emphasis on 20th Century to Present Day)*

12 – Elective*

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*Secondary courses may vary as to which year a particular course is required.

Grade 4 Standards – United States Regions and State Studies

History

- H1** Observe and describe national historic sites and monuments explaining their function and significance.

- H2** Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of several indigenous peoples in different areas of the country, immigrant groups, and migrant groups and their influences on the region.

- H3** Explain major events in the history of Delaware and Maryland.

- H4** Identify an historical timeline of events in the history of Delaware and Maryland to include from native groups to modern day.

- H5** Describe the role of the Catholic Church in events of each historical period.

Geography

- G1** Identify geography themes (location, place, human-environment interaction, movement, region) in relation to the United States.
- G2** Use map and globe skills to determine absolute locations (latitude and longitude).
- G3** Interpret a map using information from its title and compass rose, including intermediate directions, scale, and legend.
- G4** On a map of the world, locate North America. On a map of North America, locate the United States and its significant landforms and water bodies.
- G5** On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Identify the New England, Middle Atlantic, Atlantic Coast/Appalachian, South/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific states and the Commonwealth of Puerto Rico and the unique features of the United States.
- G6** Identify the states, state capitals, major cities, physical features and climates in each region.

Civics

- C1** Explain the structure of the student's city, town, or unincorporated government.

- C2** Actively participate in the role of a member of local, state and national government. (i.e. letter writing, mock elections).

- C3** Identify and explain the major rights that immigrants have acquired as citizens of the United States (the right to vote, and freedom of religion, speech, assembly, and petition).

- C4** Expand knowledge of historical significance of patriotic symbols.

- C5** Incorporate current events and their effects on the world in which we live.

- C6** Participate in service learning projects in the community.

Economics

- E1** Identify the concepts of economics, to include free enterprise system.

- E2** Define and give examples of natural resources specific to each region.

- E3** Define and give examples of industry and products specific to each region.

- E4** Identify and give examples of supply and demand.

- E5** Identify the need for inventions.

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