SUBJECT: Social Studies	**GRADE:** Fourth Grade
UNIT TITLE: History	

UNIT OVERVIEW

In this History Unit, students will use a variety of resources to find historical information about our local community, state, and nation. They will explore and celebrate different global cultures and holidays. Through research, students will develop historical comprehension and evaluate historical interpretation.

LRG SKILLS AND DISPOSITIONS	STANDARDS
Communication and Empathy: Through the Cornerstone, students share their projects with an audience, ask, and answer questions. (S2A) Creativity and Innovation: Through the Cornerstone, students create a way to share their learning. (S3A) Critical Thinking and Problem Solving: Through the Cornerstone, students analyze and synthesize information about the Cloister. (S4A) Continual Learning and Growth Mindset: Through the Cornerstone, students expand their knowledge through research and a visit to the Cloister. They engage in an iterative process to build their project. (D2A) Honesty, Integrity, and Responsibility: Through the Cornerstone, students are responsible for making sure time is used responsibly to ensure all parts of the project are complete. (D3A) Resilience and Grit: Through the Cornerstone, students show dedication, perseverance, and reflection while	• 8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time. • 8.1.4.B. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. • 8.1.4.C. Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research) • 8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. • 8.2.4.B. Locate historical documents, artifacts, and places critical to Pennsylvania history. • 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) • 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)

creating their Cornerstone project. (D4A)	
COMPETENCIES	**LEARNING TARGETS**
Competency: I can use resources to find historical information.	● I can identify and describe how geography and climate have influenced continuity and change over time. ● I can distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. ● I can identify a specific research topic and develop questions relating to the research topic.
Competency: I can describe Pennsylvania history.	● I can differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. ● I can locate historical documents, artifacts, and places critical to Pennsylvania history. ● I can 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) ● I can distinguish between the conflict and cooperation among groups and organizations that have impacted the history and development of the US. (Ethnicity and race, working conditions, immigration, military conflict, economic stability)

SUBJECT: Social Studies	**GRADE:** Third Grade
UNIT TITLE: Geography	
UNIT OVERVIEW	
In this Geography Unit, students will study the places on Earth's surface. Students will use geographic tools as a means for asking and answering geographic questions. Students will also be able to explain the relationships between people and environments and the importance of resources.	

LRG SKILLS AND DISPOSITIONS	STANDARDS
Continual Learning and Growth Mindset: Through the Cornerstone, students expand their knowledge of Pennsylvania through research. They engage in an iterative process to build their map project. (D2A) Resilience and Grit: Through the Cornerstone, students show dedication, perseverance, and reflection while creating their map project. (D4A)	● 7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment. ● 7.1.4.B. Describe and locate places and regions as defined by physical and human features. ● 7.2.4.A. Identify the physical characteristics of places and regions. ● 7.3.4.A. Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities. ● 7.4.4.A. Identify the effect of the physical systems on people within a community. ● 7.4.4.B. Identify the effect of people on the physical systems within a community.
COMPETENCIES	**LEARNING TARGETS**
Competency: I can read and interpret maps and globes.	● I can describe how common geographic tools are used to organize and interpret information about people, places, and environment. ● I can describe and locate places and regions as defined by physical and human features. ● I can identify the physical characteristics of places and regions.
Competency: I can explain how humans interact with their environment.	● I can identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities. ● I can identify the effect of physical systems on people within a community. ● I can identify the effect of people on the physical systems within a community.

SUBJECT: Social Studies	**GRADE:** Fourth Grade
UNIT TITLE: Economics	
UNIT OVERVIEW	

Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange, and consumption of goods and services. As technology helps to reshape the economy, knowledge of how the world works is critical. People entering the workforce cannot function effectively without a basic knowledge of how scarcity and choice affect the allocation of resources, how markets establish prices and the global nature of economic interdependence.

LRG SKILLS AND DISPOSITIONS	STANDARDS
	● 6.3.4.A. Explain how the government responds to social needs by providing public goods and services. ● 6.2.4.B. Determine how sellers compete with one another. ● 6.2.4.C. Differentiate between monetary and non- monetary incentives in advertising. ● 6.2.4.G. Explain the three basic questions all economic systems must answer. (What to produce? How? For whom?) ● 6.3.4.B. Describe the impact of government involvement in state and national economic activities.
COMPETENCIES	**LEARNING TARGETS**
Competency: I can explain economic systems.	● I can explain how the government responds to social needs by providing public goods and services. ● I can determine how sellers compete and influence others. ● I can differentiate between monetary and non-monetary incentives in advertising ● I can explain the three basic questions all economic systems must answer. (What to produce? How? For whom?) . ● I can describe the impact of the government involvement in state and national economic activities. ● I can identify local, regional, state and international products produced.

SUBJECT: Social Studies	**GRADE:** Fourth Grade
UNIT TITLE: Civics and Government	

UNIT OVERVIEW	
By the conclusion of this unit, students will be able to independently use their learning to support the ideals of civic rights and responsibilities in regard to their local, state, nation and international relationships with actions and deeds.	
LRG SKILLS AND DISPOSITIONS	**STANDARDS**
	● 5.1.4.A. Examine school rules and consequences. ● 5.1.4.B. Explain rules & laws for classroom, school, community, & state. ● 5.1.4.F. Identify state symbols, national symbols, and national holidays. ● 5.2.4.A. Identify individual rights and needs and the rights and needs of others in the classroom, school, and community. ● 5.2.4.B. Describe the sources of conflict and disagreement and different ways conflict can be resolved. ● 5.2.4.D. Describe how citizens participate in school and community activities. ● 5.3.4.A. Identify the roles of the three branches of government. ● 5.3.4.B. Describe how the elected representative bodies function in making local and state laws. ● 5.3.4.D. Identify positions of authority at local, state, and national level. ● 5.1.4.C. Explain the principles and ideals shaping local and state government. (Liberty, Freedom, Democracy, Justice, Equality)
COMPETENCIES	**LEARNING TARGETS**
Competency: I can be a good citizen.	● I can explain the purpose and need for rules and consequences. ● I can explain the rules and laws for the classroom, school, community, and state. ● I can identify state symbols. ● I can identify individual rights and needs and those of others in the classroom, school, and community. ● I can describe the sources of conflict and disagreement and different ways conflict can be resolved. ● I can describe how citizens participate in school and community activities.

Competency: I can explain how the government works.	● I can identify the three branches of government. ● I can describe how the elected representative bodies function in making local and state laws. ● I can identify and describe the roles of leadership and public service in school, community, state, and nation. ● I can explain the principles and ideals shaping local and state government. (Liberty, Freedom, Democracy, Justice, Equality)