

## Oxford Area School District Social Studies Scope and Sequence – Quarter 1: Civics and Government

### Grade 4

#### *Rights and Responsibilities of Citizenship* 5.2.4

- 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.C. - Describe the roles of leadership and public service in school, community, state, and **nation**.

#### *How Government Works* 5.3.4.

- 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 **state laws**.
- 5.3.4.D.- Identify positions of authority at state and **national level**.
- 5.3.4.E. - Explain the voting process.
- 5.3.4.F.- Explain how different perspectives can lead to conflict.
- 5.3.4.G.- Identify individual interests and explain ways to influence others.
- 5.3.4.H. – Identify various sources of mass media.

#### *Principles and Documents of Government* 5.1.4

- 5.1.4.C.- Explain the principles and ideals shaping local and **state government** (liberty/freedom, democracy, justice, equality).
- 5.3.4.D.- Identify key ideas about government found in the Bill of Rights.

#### *How International Relationships Function* 5.4.4

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## Oxford Area School District Social Studies Scope and Sequence – Quarter 2: Geography

### Grade 4

#### *Basic Geographic Literacy*

- Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- Describe and locate places and regions as defined by physical and human features.

#### *Physical Characteristics of Places and Regions*

- Identify the physical characteristics of places and regions.
- Identify the basic physical processes that affect the physical characteristics of places and regions.

#### *Human Characteristics of Places and Regions*

- Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities.

#### *Interactions Between People and the Environment*

- Identify the effect of the physical systems on people within a community.
- Identify the effect of people on the physical systems within a community.

## Oxford Area School District Social Studies Scope and Sequence – Quarter 3: History

### Grade 4

#### *Historical Analysis and Skills Development*

- Identify and describe how geography and climate have influenced continuity and change over time.
- Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.
- Identify a specific research topic develop questions relating to the research topic.

#### *Pennsylvania History*

- Differentiate common characteristic of social, political, cultural, and economic groups from Pennsylvania.
- Locate historical documents, artifacts, and places critical to Pennsylvania history.
- Explain how continuity and change in Pennsylvania history have influenced personal development and identify (belief systems, and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations).
- Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania (ethnicity and race, working conditions, immigration, military conflict, economic stability).

#### *United States History*

- Differentiate common characteristics of social, political, cultural and economic groups in United States history.
- Locate historical documents, artifacts, and places critical to United States history.
- Explain how continuity and change in U.S. history have influenced personal development and identify.
- Explain how continuity and change in the U.S. history have influenced personal development and identify.
- Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States.

#### *World History*

- Differentiate common characteristics of social, political, cultural, and economic groups in world history.
- Locate historical documents, artifacts, and sites, which are critical to World history.
- Explain how continuity and change in world history have influenced personal development and identity.
- Distinguish between conflict and cooperation among groups and organization that impacted development of history of the world.

## Oxford Area School District Social Studies Scope and Sequence – Quarter 4: Economics

### Grade 4

#### *Scarcity and Choice*

- Identify scarcity of resources in a local community.
- Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.
- Illustrate what individuals or organizations give up when making a choice.
- Explain what influences the choices people make.
- Explain how a product moves from production to consumption.
- Determine how sellers compete with one another.
- Differentiate between monetary and non-monetary incentives in advertising.

#### *Markets and Economic Systems*

- Explain the role of buyers and sellers in determining prices of products.
- Explain why local businesses open and close.
- Describe the role of a private economic institution in the local community.
- Explain the three basic questions all economic systems must answer. What to produce? How? For whom?

#### *Functions of Government*

- Explain how government responds to social needs by providing public goods and services.
- Describe the impact of government involvement in state and national economic activities.
- Explore ways in which tax revenues are used in local community.
- List and explain factors that promote specialization and division of labor.
- Explain why nations trade.

#### *Economic Interdependence*

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*Income, Profit,  
and Wealth*

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| <b>Social Studies Curriculum – Grade 4</b><br>Principles and Documents of Government   |   |  |  |
|--|---|--|--|
| <b>Big Idea-</b><br>Principles and Documents That Help to Shape our Government   |   |  |  |
| <b>Essential Question-</b><br>How do local and state laws keep us safe?<br>What characteristics do we think are important in shaping our local and state government?<br>What is the Bill of Rights and how is it beneficial to citizens? |   |  |  |
| Concepts   | PA Core/Competencies  | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>Laws and Government</li> <li>Principles and Ideas that shape Government</li> </ul>  | <ul style="list-style-type: none"> <li>5.1.4.B<br/>Explain rules and laws for the community and state.</li> <li>5.1.4.C.<br/>Explain the principles and ideals shaping local and state <b>government</b>.</li> <li>5.1.4.D<br/>Identify key ideas about government found in the <b>Bill of Rights</b>.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary:</b><br>liberty/freedom, democracy, justice, equality, state, local, national, government, Bill of Rights  |   |  |  |

| <b>Social Studies Curriculum – Grade 4</b><br>Rights and responsibilities of Citizenship   |  |  |  |
|--|--|--|--|
| <b>Big Idea –</b><br>Being a Good Citizen in the Classroom, Community and World.   |  |  |  |
| <b>Essential Question-</b><br>How can I be a good citizen in the classroom and in my community?<br>What are some strategies I can use to resolve a conflict?<br>What are some examples of how I can serve and be a role model in my community? |  |  |  |
| Concepts   | PA Core/Competencies   | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>Civics Rights and Responsibilities</li> <li>Conflict and Resolution</li> <li>Leadership and Public Service</li> </ul>   | <ul style="list-style-type: none"> <li>5.2.4.A<br/>Identify individual rights and needs and the rights and needs of others in the classroom, school and community.</li> <li>5.2.4.B.<br/>Describe the sources of conflict and disagreement and different ways conflict can be resolved.</li> <li>5.2.4.C.<br/>Describe the roles of leadership and public service in school, community, state and nation.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary</b><br>Character traits, honesty, effort, respect, responsibility, conflict, disagreement, solution, leadership, public service, citizens  |  |  |  |

| <b>Social Studies Curriculum – Grade 4</b>  |   |   |   |
|---|---|---|---|
| How Government Works  |   |   |   |
| <b>Big Idea</b> – Understanding how our Government works.   |   |   |   |
| <b>Essential Question-</b><br>What is the role of the three branches of government?<br>Who are our state representatives?<br>Who represents our country on a national level?  |   |   |   |
| <b>Concepts</b>   | <b>PA Core/Competencies</b>   | <b>Resources</b>                                    | <b>Assessments</b>  |
| <ul style="list-style-type: none"> <li>• Branches of Government</li> <li>• Structure, Organization, and Operation of Governments</li> <li>• Leadership and Political Elections</li> <li>• Elements of the election Process</li> <li>• Conflict and the Court System</li> <li>• Interest Groups</li> </ul> | <ul style="list-style-type: none"> <li>• 5.3.4.A. Identify the roles of the three branches of government.</li> <li>• 5.3.4.B. Describe how the elected representative bodies function in making state laws.</li> <li>• 5.3.4.D Identify positions of authority at the state and national level.</li> <li>• 5.3.4.E. Explain the voting process</li> <li>• 5.3.4.F. Explain how different perspectives can lead to conflict.</li> <li>• 5.3.4.G. Identify individual interest and explain ways to influence others.</li> </ul> | myWorld Interactive Grade 4 Text; Pearson Education | myWorld Interactive Grade 4; Pearson Education unit assessments |
| <b>Vocabulary:</b><br><b>Government, executive, judicial, legislative, laws, governor, vice president, president, election</b>  |   |   |   |



| <b>Social Studies Curriculum – Grade 4</b> Geography<br>Basic Geography Literacy  |  |  |  |
|---|--|--|--|
| <b>Big Idea-</b><br>Learning the geography of the world we live in.   |  |  |  |
| <b>Essential Question-</b><br>What is the difference between human and physical features?<br>Can you describe where on the map we live? |  |  |  |
| Concepts  | PA Core/Competencies   | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>Location of Places and Regions</li> </ul>  | <ul style="list-style-type: none"> <li>7.1.4.A.<br/>Describe and locate places and regions as defined by physical and human features.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Regions, human features, physical features, continents, oceans  |  |  |  |

| <b>Social Studies Curriculum – Grade 4</b> Geography<br>Physical Characteristics of Places and Regions                                     |   |  |  |
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| <b>Big Idea-</b><br>We will learn and identify the regions within the United States.   |   |  |  |
| <b>Essential Question-</b><br>How many regions are in the United States?<br>How would you describe the North East region in which we live? |   |  |  |
| Concepts   | PA Core/Competencies  | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>Physical Characteristics</li> <li>Physical Processes</li> </ul>                                     | <ul style="list-style-type: none"> <li>7.2.4.A.<br/>Identify the physical characteristics of places and regions.</li> <li>7.2.4.B.<br/>Identify the basic physical processes that affect the physical characteristics of places and regions.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary:</b><br>States, capitals, landforms, natural resources   |   |  |  |

| <b>Social Studies Curriculum – Grade 4</b> Geography<br>Interactions Between People and the Environment                                     |  |  |  |
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| <b>Big Idea-</b><br>Where you live has an impact on you and your community.   |  |  |  |
| <b>Essential Question-</b><br>How does where you live effect the way you dress?<br>Does where you live impact your recreational activities? |  |  |  |
| Concepts  | PA Core/Competencies   | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>Impact of Physical Systems on People</li> </ul>  | <ul style="list-style-type: none"> <li>7.4.4. A<br/>Identify the effect of the physical systems on people within a community.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Community, recreation   |  |  |  |

| <b>Social Studies Curriculum – Grade 4</b> Geography<br>Interactions Between People and the Environment   |  |  |  |
|---|--|--|--|
| <b>Big Idea-</b><br>People can have an impact their environment.  |  |  |  |
| <b>Essential Question-</b><br>How do people effect the physical features of the land?<br>What are the positive and negative effects people have on their environment? |  |  |  |
| Concepts  | PA Core/Competencies   | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>Impact of People on Physical Systems</li> </ul>  | <ul style="list-style-type: none"> <li>7.4.4.B.<br/>Identify the effect of people on the physical systems within a community.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Human features, pollution, population, landmarks  |  |  |  |

| <b>Social Studies Curriculum – Grade 4</b> History<br>Historical Analysis and Skills Development  |   |   |   |
|---|---|---|---|
| <b>Big Idea-</b><br>Research an assigned historical event or state.   |   |   |   |
| <b>Essential Question-</b><br>Does everyone share the same point of view relating to historical events?<br>How can I find out more about my assigned state? |   |   |   |
| Concepts  | PA Core/Competencies  | Resources   | Assessments   |
| <ul style="list-style-type: none"> <li>Fact/Opinion and Points of View</li> <li>Research</li> </ul>   | <ul style="list-style-type: none"> <li>8.1.4.B.<br/>Distinguish between fact and opinion from multiple points of view, and primary sources as relates to historical events.</li> <li>8.1.4.C.<br/>Identify a specific research topic and develop questions relating to the research topic.</li> </ul> | myWorld Interactive Grade 4 Text; Pearson Education | myWorld Interactive Grade 4; Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Opinion, fact, primary sources, research  |   |   |   |

| <b>Social Studies Curriculum – Grade 4</b> History<br>Pennsylvania History                              |   |  |  |
|---|---|--|--|
| <b>Big Idea-</b><br>Compare and contrast different groups within the United States.                     |   |  |  |
| <b>Essential Question-</b><br>In what ways do various groups of people within the United States differ? |   |  |  |
| Concepts  | PA Core/Competencies  | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>Contributions from Individuals and Groups (PA)</li> </ul>        | <ul style="list-style-type: none"> <li>8.2.4.A. Differentiate common characteristics of social, political, cultural, and economic groups in the United States.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Social, political, economic, culture, diversity                                   |   |  |  |

| <b>Social Studies Curriculum – Grade 4</b> Economics<br>Scarcity and Choice  |   |   |   |
|--|---|---|---|
| <b>Big Idea-</b><br>Learn the role of a good consumer.   |   |   |   |
| <b>Essential Question-</b><br>What are examples of needs and wants?<br>Describe the role of a producer and consumer?                                       |   |   |   |
| Concepts   | PA Core/Competencies  | Resources   | Assessments   |
| <ul style="list-style-type: none"> <li>Scarcity and Choice</li> <li>Limited Resources</li> <li>Opportunity Costs</li> <li>Incentives and Choice</li> </ul> | <ul style="list-style-type: none"> <li>6.1.4.A. Identify scarcity of resources in a local community.</li> <li>6.1.4.B. Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.</li> <li>6.1.4.C. Illustrate what individuals or organizations give up when making a choice.</li> <li>6.1.4.D. Explain what influences the choices people make.</li> </ul> | myWorld Interactive Grade 4 Text; Pearson Education | myWorld Interactive Grade 4; Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Scarcity, needs, wants, producers, goods, services   |   |   |   |

| <b>Social Studies Curriculum – Grade 4</b> Economics   |   |   |   |
|--|---|---|---|
| Markets and Economic Systems   |   |   |   |
| <b>Big Idea-</b>   |   |   |   |
| Steps that sellers take to compete for your business.  |   |   |   |
| <b>Essential Question-</b>   |   |   |   |
| Explain the role of the seller of a product?   |   |   |   |
| Describe the difference in monetary and nonmonetary incentives?  |   |   |   |
| Concepts   | PA Core/Competencies  | Resources   | Assessments   |
| <ul style="list-style-type: none"> <li>• Goods and Services</li> <li>• Market Competition</li> <li>• Advertising and Media</li> <li>• Price Determination</li> <li>• Economic Health</li> <li>• Private Economic Institutions</li> <li>• Economic Systems</li> </ul> | <ul style="list-style-type: none"> <li>• 6.2.4.A. Explain how a product moves from production to consumption.</li> <li>• 6.2.4.B. Determine how sellers compete with one another.</li> <li>• 6.2.4.C. Differentiate between monetary and non- monetary incentives in advertising.</li> <li>• 6.2.4.D. Explain the role of buyers and sellers in determining prices of products.</li> <li>• 6.2.4.E. Explain why local businesses open and close.</li> <li>• 6.2.4.F. Describe the role of a private economic institution in the local community.</li> <li>• 6.2.4.G. Explain the three basic questions all</li> </ul> | myWorld Interactive Grade 4 Text; Pearson Education | myWorld Interactive Grade 4; Pearson Education unit assessments |



|   |   |  |  |
|---|---|--|--|
|   | economic systems must answer. • What to produce? • How? • For whom? |  |  |
| <b>Vocabulary:</b><br>monetary and non- monetary incentives, advertising, economic systems, consumption |   |  |  |

| <b>Social Studies Curriculum – Grade 4</b> Economics  |   |  |  |
|---|---|--|--|
| Functions of Government   |   |  |  |
| <b>Big Idea-</b><br>Government manages Goods and Services   |   |  |  |
| <b>Essential Question-</b><br>In what ways is the Government involved in the exchange of goods and services?<br>What is the importance of taxation? |   |  |  |
| Concepts  | PA Core/Competencies  | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>• Goods and Services</li> <li>• Government involved in the Economy</li> <li>• Taxation</li> </ul>            | <ul style="list-style-type: none"> <li>• 6.3.4.A. Explain how government responds to social needs by providing public goods and services.</li> <li>• 6.3.4.B. Describe the impact of government involvement in state and national economic activities.</li> <li>• 6.3.4.C. Explore ways in which tax revenues are used in local community.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Tax revenues  |   |  |  |

| <b>Social Studies Curriculum – Grade 4</b> Economics  |   |   |   |
|---|---|---|---|
| Economic Interdependence  |   |   |   |
| <b>Big Idea-</b><br>Our economy depends on other nations.   |   |   |   |
| <b>Essential Question-</b><br>What does it mean to specialize in a trade?<br>Why is it essential for the United States to trade with other nations? |   |   |   |
| Concepts  | PA Core/Competencies  | Resources   | Assessments   |
| <ul style="list-style-type: none"> <li>Specialization</li> <li>Trade</li> </ul>   | <ul style="list-style-type: none"> <li>6.4.4.A. List and explain factors that promote specialization and division of labor.</li> <li>6.4.4.B. Explain why nations trade.</li> </ul> | myWorld Interactive Grade 4 Text; Pearson Education | myWorld Interactive Grade 4; Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Division of labor, trade, specialization  |   |   |   |

| <b>Social Studies Curriculum – Grade 4</b> Economics<br>Income, Profit and Wealth                       |   |  |  |
|---|---|--|--|
| <b>Big Idea-</b><br>What people do with the money they earn.  |   |  |  |
| <b>Essential Question-</b><br>In what ways can you save money?<br>How does a bank operate?              |   |  |  |
| Concepts  | PA Core/Competencies  | Resources  | Assessments  |
| <ul style="list-style-type: none"> <li>Costs and Benefits of Savings</li> <li>Interest Rates</li> </ul> | <ul style="list-style-type: none"> <li>6.5.4.G. Compare different ways people save.</li> <li>6.5.4.H. Examine the basic operation of the banking system.</li> </ul> | myWorld Interactive Grade 4 Text;<br>Pearson Education | myWorld Interactive Grade 4;<br>Pearson Education unit assessments |
| <b>Vocabulary:</b><br>Bank, savings, interest rates, income, profit, wealth, dept                       |   |  |  |