

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Social Studies**  
**Grade 4**

Students are expected to know content and apply skills from previous grades.

**Standard 1: History**

Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>	<ul style="list-style-type: none"> <li>• 4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other. (436.01b)</li> <li>• 4.SS.1.1.2 Explain the role of missionaries in the development of Idaho. (436.01a)</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations from small group about specific tribe.</li> <li>• Field trip to Spaulding.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Brochure</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• history</li> <li>• missionary</li> <li>• religion</li> <li>• influence</li> <li>• impact</li> <li>• motive</li> <li>• issue</li> <li>• expansion</li> <li>• settler</li> <li>• settlement</li> <li>• immigrant</li> <li>• precious metal</li> <li>• mineral</li> <li>• tribe</li> <li>• treaty</li> <li>• reservation</li> <li>• compare</li> <li>• contrast</li> <li>• cultural materials</li> <li>• American Indian</li> <li>• Nez Perce Tribe</li> <li>• Kootenai tribe</li> <li>• Coeur d’Alene tribe</li> <li>• Shoshone-Paiute tribe</li> <li>• Shoshone-Bannock tribe</li> </ul>
<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b>	<ul style="list-style-type: none"> <li>• 4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01c)</li> <li>• 4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01d)</li> <li>• 4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho</li> <li>• 4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.</li> </ul>	<ul style="list-style-type: none"> <li>• Field trips</li> <li>• Posters</li> <li>• Guest speakers</li> <li>• Journals</li> <li>• Diaries</li> </ul>		
<b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b>	<ul style="list-style-type: none"> <li>• 4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d’Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.</li> <li>• 4.SS.1.3.2 Discuss that although there are five</li> </ul>	<ul style="list-style-type: none"> <li>• Village displays</li> <li>• Guest speakers</li> <li>• Posters</li> <li>• Brochures</li> <li>• Contracts</li> <li>• Make games</li> </ul>		

	<p>federally recognized tribes in Idaho, there are many others in the state.</p> <ul style="list-style-type: none"> <li>• 4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.</li> <li>• 4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.</li> <li>• 4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.</li> <li>• 4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.</li> <li>• 4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.</li> </ul>			
<b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b> - No objectives for this grade level.				
<b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b> - No objectives for this grade level.				
<b>Goal 1.6: Explain the rise of human civilization.</b> - No objectives for this grade level.				
<b>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.</b> - No objectives for this grade level.				
<b>Goal 1.8: Build an understanding of the cultural and social development of human civilization.</b> - No objectives for this grade level.				
<b>Goal 1.9: Identify the role of religion in the development of human civilization.</b> No objectives for this grade level.				

## **Standard 2: Geography**

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth’s surface and trace the migration and settlement of human populations on the earth’s surface.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth’s surface.</b>	<ul style="list-style-type: none"> <li>• 4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. (442.01a)</li> <li>• 4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles,</li> </ul>	<ul style="list-style-type: none"> <li>• Relief map</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom geography cart (L.W.) (McD &amp; Russell would like also.)</li> <li>• Atlases – both online and books</li> <li>• Daily</li> </ul>	<ul style="list-style-type: none"> <li>• geography</li> <li>• data</li> <li>• map</li> <li>• number grid</li> <li>• letter grid</li> <li>• continent</li> <li>• ocean</li> <li>• landform</li> <li>• hemisphere</li> <li>• equator</li> </ul>

	<p>hemispheres, equator, and prime meridian. (442.01b)</p> <ul style="list-style-type: none"> <li>4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho. (442.01c)</li> </ul>		<p>Geography</p> <ul style="list-style-type: none"> <li>Inspiration</li> </ul>	<ul style="list-style-type: none"> <li>prime meridian</li> <li>geographic skills</li> <li>past</li> <li>present</li> <li>settlement patterns</li> <li>geographic features</li> <li>settlement impact</li> <li>tribal lands</li> <li>aboriginal territory</li> <li>ceded territory</li> <li>compare</li> <li>contrast</li> <li>city</li> <li>suburb</li> <li>town</li> <li>urban</li> <li>rural</li> <li>farm</li> <li>factory</li> <li>agriculture</li> <li>industry</li> <li>North Pole</li> <li>South Pole</li> <li>Idaho</li> <li>United States of America</li> </ul>
<p><b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions. - No objectives for this grade level.</b></p>				
<p><b>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</b></p>	<ul style="list-style-type: none"> <li>4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. (442.02a)</li> <li>4.SS.2.3.2 Discuss the impact of settlement in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.</li> <li>4.SS.2.3.3 Identify the geographic features of Idaho. (442.02b)</li> <li>4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)</li> </ul>	<ul style="list-style-type: none"> <li>Timelines</li> <li>Relief maps</li> </ul>		
<p><b>Goal 2.4: Analyze the human and physical characteristics of different places and regions. - No objectives for this grade level.</b></p>				
<p><b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time. - No objectives for this grade level.</b></p>				

### **Standard 3: Economics**

Students in Grade 4 explain basic economic concepts and identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<p><b>Goal 3.1: Explain basic economic concepts.</b></p>	<ul style="list-style-type: none"> <li>4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a)</li> <li>4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. (440.01b)</li> <li>4.SS.3.1.3 Explain the concepts of</li> </ul>	<ul style="list-style-type: none"> <li>Project wild activities</li> </ul>	<ul style="list-style-type: none"> <li>Bown Huse CD</li> <li>Simulation CD</li> <li>Oregon Trail CD</li> </ul>	<ul style="list-style-type: none"> <li>economics</li> <li>supply</li> <li>demand</li> <li>scarcity</li> <li>public property</li> <li>private property</li> <li>goods</li> <li>services</li> <li>specialization of labor</li> <li>division of labor</li> </ul>

	specialization and division of labor. (440.01c) <ul style="list-style-type: none"> <li>4.SS.3.1.4 Identify goods and services in early Idaho settlements. (440.01d)</li> <li>4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho. (440.01e)</li> </ul>			<ul style="list-style-type: none"> <li>unlimited wants</li> <li>limited resources</li> <li>basic needs</li> <li>economic base</li> <li>technological innovations</li> <li>economic growth</li> </ul>
<b>Goal 3.2: Identify different influences on economic systems.</b>	<ul style="list-style-type: none"> <li>4.SS.3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01a)</li> <li>4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b)</li> </ul>	<ul style="list-style-type: none"> <li>We tie these objectives in with the other ones.</li> </ul>		
<b>Goal 3.3: Analyze the different types of economic institutions. - No objectives for this grade level.</b>				
<b>Goal 3.4: Explain the concepts of good personal finance. - No objectives for this grade level.</b>				

#### **Standard 4: Civics and Government**

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b>	<ul style="list-style-type: none"> <li>4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.</li> <li>4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Rights of Native Americans</li> <li>Video</li> <li>Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>Online research</li> </ul>	<ul style="list-style-type: none"> <li>government</li> <li>self government</li> <li>local government</li> <li>state government</li> <li>tribal government</li> <li>rights</li> <li>responsibilities</li> <li>law makers</li> <li>law enforcers</li> <li>authority</li> <li>power</li> <li>justice</li> <li>state symbols</li> <li>executive branch</li> </ul>
<b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b>	<ul style="list-style-type: none"> <li>4.SS.4.2.1 Explain the significance of Idaho symbols. (438.01b)</li> <li>4.SS.4.2.2 Describe the difference between state, local, and tribal governments. (438.01c)</li> <li>4.SS.4.2.3 Identify and explain the basic</li> </ul>	<ul style="list-style-type: none"> <li>Flip books</li> <li>Posters</li> <li>Kids draw</li> <li>Symbols enlarged (art)</li> </ul>		

	<p>functions of state and tribal governments.</p> <ul style="list-style-type: none"> <li>4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each. (438.01d)</li> <li>4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.</li> </ul>			<ul style="list-style-type: none"> <li>legislative branch</li> <li>judicial branch</li> <li>governmental functions</li> <li>voting</li> <li>elections</li> <li>elected officials</li> <li>appointed officials</li> <li>petition</li> <li>lobby</li> <li>popular consent</li> <li>individual respect</li> <li>equality of opportunity</li> <li>personal liberty</li> </ul>
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b>	<ul style="list-style-type: none"> <li>4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.</li> <li>4.SS.4.3.2 Explain ways to contact elected state representatives. (439.01b)</li> <li>4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (439.01a)</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper articles</li> <li>Current events</li> </ul>		
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b>	<ul style="list-style-type: none"> <li>4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (430.01a)</li> </ul>	<ul style="list-style-type: none"> <li>Virtue – ongoing all year.</li> </ul>		
<b>Goal 4.5: Build an understanding of comparative government.</b> - No objectives for this grade level.				

### **Standard 5: Global Perspectives**

Students in Grade 4 build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fourth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b>	<ul style="list-style-type: none"> <li>4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho’s cultural heritage and impacted the state’s history.</li> <li>4.SS.5.1.2 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that</li> </ul>	<ul style="list-style-type: none"> <li>Field trips</li> <li>Research projects</li> </ul>	<ul style="list-style-type: none"> <li>Simulation CD</li> <li>Trails research</li> </ul>	<ul style="list-style-type: none"> <li>cultural heritage</li> <li>cultural group</li> <li>racial group</li> <li>religious group</li> <li>multiple perspectives</li> </ul>

	settled in Idaho from different parts of the world. (433.01c)			
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