

Oak Meadow 4th Grade Social Studies

Class Description: In 4th Grade Oak Meadow Social Studies, the student will learn about the area in which they live. Student will study the landscape around them, and then expand their study to include their state and its history. There will be an individual approach to learning about student's specific area. Student will study what area is like today, and also what it was many years ago. Focus will expand outward to include a bigger area and it will extend backward to include the past.

Learning Materials: Main Curriculum:
Fourth Grade Oak Meadows Syllabus and materials

Learning Goals/Performance Objectives: 1.4.1 Understands that civic participation involves being informed about public issues and voting in elections.
2.1.1 Understands and analyzes the costs and benefits of people's decisions to move and relocate to meet their needs and wants.
2.2.1 Understands the basic elements of Washington State's economic system, including agriculture, businesses, industry, natural resources, and labor.
2.4.1 Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State.
3.1.1 Constructs and uses maps to explain the movement of people.
3.1.2 Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.

Learning Activities: The student will follow the timeline below:

SEPTEMBER

Lesson 1 – Local topography (observation and collecting of samples)
Lesson 2 – Local topography, native plants (building landscape model)
Lesson 3 – Complete local topography and native plants
Lesson 4 – Permanent and migrating animals

OCTOBER

Lesson 5 – Permanent and migrating animals
Lesson 6 – Models of wildlife
Lesson 7 – Research on Native Americans
Lesson 8 – Continue research on Native Americans

NOVEMBER

Lesson 9 – Begin writing report on Native Americans
Lesson 10 – Finish writing report on Native Americans
Lesson 11 – Model of Native American village

Lesson 12 – Compose a story

DECEMBER

Lesson 13 – State geography

Lesson 14 – State bird, flower, tree, symbol, flag

Lesson 15 – State capital and major population centers

JANUARY

Lesson 16 – State geography and natural wonders (forests, parks, monuments); major landforms

Lesson 17 – State geography; natural wonders and landforms

Lesson 18 – Begin study of Colonial history; explorers and early settlers; Colonial crafts

Lesson 19 – Study of student’s state history; the Frontier and Daniel Boone

FEBRUARY

Lesson 20 – Squatters and settlers

Lesson 21 – Covered wagons

Lesson 22 – Begin research into history of individual state

Lesson 23 – Continue research on individual state

MARCH

Lesson 24 – Finish research on individual state

Lesson 25 – Material culture of state for model

Lesson 26 – Tools in the early settlements; continue building model

Lesson 27 – Finish model; dramatize interactions between Native Americans and settlers

APRIL

Lesson 28 – Famous Native American chiefs

Lesson 29 – The California Gold Rush

Lesson 30 - Stagecoaches

MAY

Lesson 31 – The Pony Express

Lesson 32 – The Transcontinental Railroad; the Orphan Train

Lesson 33 – Native American Poems and Cowboy Songs

Lesson 34 – Pictorial timeline of state history

JUNE

Lesson 35 – Finish pictorial timeline of state history

Lesson 36 – Time capsule

Progress Criteria/Methods of Evaluation: For successful completion of this course, the student will complete at least 70% of the lessons/goals, at a minimum of 70% accuracy, following the timeline above. The timeline includes reviews and student projects. Formative assessments will be done as needed throughout the year. Summative assessments are at the end of each unit.