Grade 4: Unit 1

Big Idea: Regions of the United States

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|  | **Week 1****Regions of the U.S.** | **Week 2****People of the U.S.** | **Week 3****The Midwest** | **Week 4****The Midwest - Overview** | **Week 5****The Midwest – Change over Time** |
| **Social Studies Standards** | Geography: Geographic Applications (a)Geography: Geographic Analysis (b, c, d)History: Historical Change (b, d) |
| **I Can****Statements** | Interpret a physical map of the United States by using directions and latitude and longitudeList the major regions of the U.S. (NE, SE, Midwest, SW and W)  | Identify and explain key contributions to American society from different ethnic groups (American Indian, African American, European Americans, Latinos, and Asian Americans)  | Describe the major physical and human features of the Midwest Use map skills to locate important places in the Midwest  | List and explain key elements of the economy, geography, transportation, history and people of the Midwest over time  | Compare and contrast farm size, farm technologies and farm life from the 1800s to today.  |
| **TCI****Resources** | Regions of Our Country: Lesson 2 | Regions of Our Country: Lesson 3 | Regions of Our Country: Lesson 8 | Regions of Our Country: Lesson 8 | Regions of Our Country: Lesson 9 |
| **Additional****Resources** | [**SharePoint Grade 4 Resource Folder: Click Here!**](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Forms/Default%20View.aspx?RootFolder=%2fsites%2fdivisions%2fcurr%2fPublic%20Curriculum%20Documents%2fElementary%20Social%20Studies%20Resources%2fGrade%204%20Resources&FolderCTID=&View=%7bCA2F9A66%2d03EC%2d4371%2dA04C%2d631AED4C8606%7d) |
| **Writing****Integration** | **Writing 1: Opinion/Persuasive Writing**Was farming life better in the 1800s or today? Write a paragraph presenting your opinion. Provide reasons and support with facts. **Writing 2: Informative/Explanatory Writing**Create an ABC book about the major physical and human features of the Midwest. (Possibly produce one page per student with PowerPoint and create a finished copy to display.)**Writing 3: Narrative Writing**Imagine you are taking a trip to places throughout the United States. Where would you go and what do you see? Write a narrative that describes your trip.  |

Grade 4: Unit 2

Big Idea: The Human Body

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| **Science Standards** | Understand and apply knowledge of basic human body systems and how they work together |
| **I Can****Statements** | * Locate some of the major bones in the human body
* Explain why we need joints in order to move
* Build a model to show how bones and muscles work together to create movement
* Determine my level of coordination through investigation
 |
| **Vocabulary** | bone, muscle, skeleton, joint, cartilage, tendon, ligament, mobile, immobile, opposable, contract, stimuli, coordination |
| **Foss Kit Resource** | Foss Human Body Kit: Investigations 1-4 |
| **Additional****Resources** | **Heartland Books:**<http://media1.aea11.k12.ia.us/display/041/wwk770?kw=bones+and+muscles&au=I&submit=1>**Online Resources:** <http://www.sciencekids.co.nz/gamesactivities/movinggrowing.html><http://kidshealth.org/kid/htbw/><http://www.pbs.org/teachers/sid/activities/humanbody/><http://www.makemegenius.com/cool_facts.php?mId=28><http://www.kidsbiology.com/human_biology/>**Scholastic Human Body PBL Unit:**<http://www.scholastic.com/teachers/unit/human-body-everything-you-need> |
| **Writing****Integration** | **Writing 1: Opinion/Persuasive Writing**Imagine yourself at 100 years old. Write a letter to 4th grade-self describing the things you should be doing now to take care of your body. **Writing 2: Informative/Explanatory Writing**Create an article for our new classroom magazine called Joints Weekly. Write an article about one of the body’s joints and how it works. Include a diagram.**Writing 3: Narrative Writing**Write a myth how the bones work together. Include dialogue.  |

Grade 4: Unit 3

Big Idea: Earth Materials

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| **Science Standards** | Understand and apply knowledge of properties and uses of earth materials |
| **I Can****Statements** | * Describe the properties of rocks
* Determine the hardness of a mineral based on a scratch test
* Differentiate between a rock and a mineral
 |
| **Vocabulary** | geologist, crystal, rock, mineral, calcite, granite, scratch, hardness |
| **Foss Kit Resource** | Foss Earth Materials Kit: Investigations 1-4 |
| **Additional****Resources** | **Heartland Books:**<http://media1.aea11.k12.ia.us/display/041/wwk770?kw=rocks+and+minerals&au=I&submit=1>**Online Resources:**<http://www.sciencekids.co.nz/geology.html><http://kids.usa.gov/teens-home/science/geology/index.shtml><http://www.onegeology.org/extra/kids/><http://scienceforkids.kidipede.com/geology/><http://kids.earth.nasa.gov/archive/career/geologist.html><http://education.usgs.gov/><http://www.sciencekids.co.nz/sciencefacts/earth/rocksandminerals.html><http://www.rocksforkids.com/>, <http://www.mineralogy4kids.org/> |
| **Writing****Integration** | **Writing 2: Informational/Explanatory**Read The Important Book by Margaret Wise Brown. Create your own Important Book describing a rock or mineral.  |

Grade 4: Unit 4

Big Idea: Exploring Geography and History

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|  | **Week 1****Researching Geography** | **Week 2****Researching Geography** | **Week 3****Researching History** | **Week 4****Researching History** | **Week 5****Researching History** |
| **Social Studies Standards** | Geography: Geographic Applications (a)Geography: Geographic Analysis (b, c, d)History: Chronology and Consequence (a, h)History: Historical Change (b, d) |
| **I Can****Statements** | Identify major geographic features of a place (a state or region) | Explain how major geographic features of a place (state or region) impact how and where people live  | Identify details of the settlement, growth, and development of a place (a state or region)  | Use understandings of a place (a state or region) to sequence events on a timeline  | Describe important people and their contributions to a place (a state or region)  |
| **TCI****Resources** | Regions of Our Country: Lesson 14 and 18 | Regions of Our Country: Lesson 14 and 18 | Regions of Our Country: Lesson 15 and 18 | Regions of Our Country: Lesson 15 and 18 | Regions of Our Country: Lesson 15 and 18 |
| **Additional****Resources** | [**SharePoint Grade 4 Resource Folder: Click Here!**](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Forms/Default%20View.aspx?RootFolder=%2fsites%2fdivisions%2fcurr%2fPublic%20Curriculum%20Documents%2fElementary%20Social%20Studies%20Resources%2fGrade%204%20Resources&FolderCTID=&View=%7bCA2F9A66%2d03EC%2d4371%2dA04C%2d631AED4C8606%7d) |
| **Writing****Integration** | **Writing 3: Personal Narrative**Pretend you are Miss or Mr. \_\_\_\_\_\_ (state name). Write a 2-3 minute speech introducing yourself and your most important features to the other states in the room (For example, “I am Miss Iowa. My capitol is Des Moines. I am known for beautiful rolling hills and a lots of corn and pigs…”) |

Grade 4: Unit 5

Big Idea: Exploring the Economy and Government

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|  | **Week 1****Researching Economies** | **Week 2****Researching Economies** | **Week 3****Researching Government** | **Week 4****Researching Government** | **Week 5****Researching Government** |
| **Social Studies Standards** | Economics: Economic Concepts (a, b)Political Science: Citizens and Our Government (a, b, c, d) |
| **I Can****Statements** | Explain the three factors of production Identify the primary economic activities of a place (a state or region)  | Explain how the geography and natural resources of a place (a state or region) relate to the place’s economic activities  | List the three branches of state government and describe their functionDescribe some rights and responsibilities of citizens  | Identify and describe problems of a place (a state or region)  | Propose solutions to identified problems of a place (a state or region)  |
| **TCI****Resources** | Regions of Our Country: Lesson 16 and 18 | Regions of Our Country: Lesson 16 and 18 | Regions of Our Country: Lesson 17 and 18 | Regions of Our Country: Lesson 17 and 18 | Regions of Our Country: Lesson 17 and 18 |
| **Additional****Resources** | [**SharePoint Grade 4 Resource Folder: Click Here!**](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Forms/Default%20View.aspx?RootFolder=%2fsites%2fdivisions%2fcurr%2fPublic%20Curriculum%20Documents%2fElementary%20Social%20Studies%20Resources%2fGrade%204%20Resources&FolderCTID=&View=%7bCA2F9A66%2d03EC%2d4371%2dA04C%2d631AED4C8606%7d) |
| **Writing****Integration** | **Writing 1: Opinion Writing**Generate a list of problems people in Iowa/Des Moines face. Write a letter to an appropriate audience (based on the problem) describing the issue and a possible solution. Make sure the voice is appropriate for your audience. Mail your letter.  |
| **Junior Achievement** | Junior Achievement: Our Region*This program introduces the relationship between the natural, human, and capital resources found in different regions and explores regional businesses that produce goods and services for consumers. Five required, volunteer-led sessions.* If you are interested in this opportunity, please email Brenda Dryer, VP of Education, for Junior Achievement at Brenda@jacentraliowa.org  |

Grade 4: Unit 6

Big Idea: Environments

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| **Science Standards** | Understand and apply knowledge of environmental stewardship |
| **I Can****Statements** | * Demonstrate how humans change environments in ways that can be either beneficial or detrimental to themselves or other organisms
* Recognize the elements of a terrestrial environment
* Observe a terrarium over time and record changes in my journal
* Recognize the elements of an aquatic environment
* Observe an aquatic environment over time and record changes in my journal
 |
| **Vocabulary** | organism, terrarium, environment, environmental factor, response, aquatic |
| **Foss Kit Resource** | Foss Environments Kit: Investigations 1, 2, 4, & 5 |
| **Additional****Resources** | **Heartland Books:**<http://media1.aea11.k12.ia.us/display/041/wwk770?kw=environmental+science&au=I&submit=1>**Online Resources:**<http://dnr.wi.gov/eek/>, <http://environment.nationalgeographic.com/environment/>, <http://kids.niehs.nih.gov/>, <http://www.4-h.org/youth-development-programs/4-h-science-programs/environmental-science-alternative-energy/>, <http://www.sciencenewsforkids.org/category/earthsky/environment/> <http://www.earthskids.com/ek_environment.aspx>, <http://fossweb.schoolspecialty.com/web/foss-fossweb/moduledetail?dDocName=D1445091&xImgSource=D1109128&xModuleName=Environments>, <http://www.iowadnr.gov/Education/ForTeachers.aspx>**Other Lesson Ideas:*** Students research the effects of various types of pollution (air, water, land) on a specific environment (terrestrial or aquatic) and the effect it has had on an animal in that environment. Create a brochure showing the parts of the environment and how human actions have impacted it.
* Invite a naturalist from the Iowa DNR to speak to your students about wildlife and environmental management in Iowa. [http://www.polkcountyiowa.gov/conservation/education/educator-resources/classroom-programs-(kindergarten-8th-grade)/](http://www.polkcountyiowa.gov/conservation/education/educator-resources/classroom-programs-%28kindergarten-8th-grade%29/)
* Take a field trip sponsored by Polk County Conservation. The field trips are FREE (except for bussing). Contact Patrice Peterson to learn more about the field experiences: <http://www.polkcountyiowa.gov/conservation/education/educator-resources/field-trip-opportunities/>
* Take a field trip to the zoo, or invite a speaker to address the different types of habitats and environments they create to keep their animals happy: <http://www.blankparkzoo.com/index.cfm?nodeID=18090>
 |
| **Writing****Integration** | **Writing 1: Opinion/Persuasive Writing**Soil erosion and water pollution are big problems in Iowa. Write an advertisement (print or video) to other kids in Iowa convincing them that preserving top soil and keeping our water clean are important issues.**Writing 2: Informative/Explanatory Writing**Write a set of directions for creating a terrarium. Include a glossary of any unknown words. Include relevant facts and details. **Writing 3: Narrative Writing**Imagine you are half an inch tall and have gotten stuck in a terrarium/aquatic environment. Write a story about how you survive your time and your eventual escape.  |