

LINCOLN PUBLIC SCHOOLS  
Social Studies Learning Expectations: Grade 4

**Strand/Standard:**

**Geography**

Students will develop understanding of the five themes of geography: location, place, human interaction with the environment, movement and regions.

**Big Ideas**

- ❑ The continent of North America and its people has been shaped by the physical features such as climate, land and water forms and natural resources determined by its geographical location.
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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **physical characteristics and human interaction in North America** by identifying regions, boundaries, major cities, climate, natural resources, major land and water forms, and historical landmarks and explaining their significance to the peoples of North America.
  - ❑ Students will demonstrate an understanding of **the relationship between the environment and people** by giving examples of how people affect the environment and the environment affects people.
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**Essential Knowledge and Skills**

- ❑ Describe the five themes of geography.
- ❑ Use map and globe skills to determine absolute location and interpret information from a map's legend/key.
- ❑ Identify regions, states, state capitals, major cities, unique physical features and major monuments and historical sites in Washington D. C.
- ❑ Identify Canada, its provinces and major cities and physical characteristics
- ❑ Identify Mexico, its major cities and physical characteristics.

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## Strand/Standard:

### History

Students will develop an understanding of people, places, and events in history and their importance in influencing the formation of culture, customs, and national heritage.

### Big Ideas

- ❑ The culture of the people of the United States of America has been shaped by the influence of its diverse population. [
  - ❑ The research process leads us to discover information about our research questions.
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### Key Outcomes

- ❑ Students will demonstrate an understanding of the **cultural history of North America** by identifying several groups of indigenous people and immigrants both past and present and describing how they have influenced the diverse cultures of North America.
  - ❑ Students will demonstrate a basic understanding of the **research process** by accessing, using, evaluating, and documenting print and non-print resources to complete a research project.
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### Essential Knowledge and Skills

- ❑ Observe and describe national historic sites and describe their function and importance.
- ❑ Identify and describe the distinctive contributions of selected indigenous peoples and immigrant groups to the history of North America.
- ❑ Explain how the countries of origins for immigrants influenced the development of regions of the United States.
- ❑ Become familiar with indigenous regional groups such as: Navajo, Sioux, Seminole, Hawaiians, Inuit.
- ❑ Become familiar with immigrant groups and where and when they settled such as English, Germans, Italians, Scots, Poles, Scandinavian, Jews, Cubans, Mexicans, Chinese, Japanese, Korean, Vietnamese, Cambodian
- ❑ Become familiar with African-American slavery settlement and later migration patterns as well as more recent African group immigration.
- ❑ Identify the languages spoken and the major religions practiced in the countries of Canada and Mexico.
- ❑ Develop research skills in note-taking, organizing information, and synthesizing ideas.

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**Strand/Standard:**

**Civics and Government**

Students will develop an understanding of the ideals and values that shape civic and governmental documents and institutions. They will explore the relationship between personal freedom, individual responsibility, citizenship, and respect for human dignity.

**Big Ideas**

- ❑ Civic involvement strengthens our school, town and national communities.
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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **US citizenship** by describing the major rights and responsibilities of citizens in the United States.
  - ❑ Students will demonstrate an understanding of **civic involvement** by participating in class and school meetings, and engaging in community service learning projects.
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**Essential Knowledge and Skills**

- ❑ Identify major ethnic groups of North Eastern Region of the United States, their countries of origin, and where they have settled in large numbers.
- ❑ Identify the major ethnic groups of modern Canada and Mexico.
- ❑ Describe government structures of Canada and Mexico, the dates of independence and how it was achieved.
- ❑ Give examples of major rights that immigrants have acquired as citizens of the U.S.

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**Strand/Standard:**

**Economics**

Students will develop a basic understanding of economics in terms of the interplay of resources, goods, services, supply and demand.

**Big Ideas**

- ❑ The law of supply and demand governs economic exchange.
  - ❑ Natural resources play an essential role in a country's economy.
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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **limited and unlimited natural resources** by explaining the presence and lack of resources in regions and how resources affect the regional economy.
  - ❑ Students will demonstrate an understanding of **supply and demand** by describing how scarcity of resources compels people to make choices about goods and services.
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**Essential Knowledge and Skills**

- ❑ Describe natural resources in the United States, Canada, and Mexico and their relationship to the economy and trade of each country.
- ❑ Explain the role of buyers and sellers in the marketplace.
- ❑ Discuss how prices of goods and services are affected by supply and demand.