

Bethlehem Lutheran School, Lakewood, CO
Social Studies Curriculum (Geography and History) grade 4

The social studies program involves each student in the learning process that blends knowledge of God as creator and sustainer of our world and knowledge of historic events and skills in geography. Students are enabled through knowledge to live as active, Christian citizens.

State Standard 1 Geography

Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

Classroom objectives

- 1.1 Know a location and its environment.
- 1.2 Identify people and their environment.
- 1.3 Understand how people earn a living.
- 1.4 Understand continents, and oceans.
- 1.5 Understand and use directions, compass rose, latitude, longitude, and coordinates.
- 1.6 Use a map legend, scale.
- 1.7 Understand contour lines, elevation, temperature, rainfall and vegetation.
- 1.8 Read time lines and charts.
- 1.9 Read and use graphs: pie, line, bar, and pictographs.

State Standard 2 Geography

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.

Classroom objectives

- 2.1 Identify regions differentiated by climate, vegetation and landforms.
- 2.2 Identify regions in the United States and the world by regions.
- 2.3 Identify New England regions by: land, climate, farming, natural resources, industries and communities.
- 2.4 Identify Middle Atlantic Regions by: land, water, farming, economy, people and cities.
- 2.5 Identify Southeast regions by: physical features, climate, farming, industries, manufacturing, cities and vacationlands.

- 2.6 Identify North Central regions by: physical features, climate, farming, industries, and communities.
- 2.7 Identify Southwest regions by: land features, use of land and climate, natural resources, and cultures. (A, B and C)
- 2.8 Identify Mountain West regions by: physical features, economy, mining, manufacturing and cities.
- 2.9 Identify Colorado by its unique characteristics, location, history and pioneer lifestyle.
- 2.10 Identify Pacific West region by: physical features, climate, farming, natural resources and lifestyle.

State Standard 3 Geography

Students understand how physical processes shape Earth's surface patterns and systems. (Topics covered in science curriculum.)

Classroom objectives

- 3.1 Identify regions differentiated by climate, vegetation and landforms.
- 3.2 Identify regions in the United States and the world by regions.
- 3.3 Identify New England regions by: land, climate, farming, natural resources, industries and communities.
- 3.4 Identify Middle Atlantic Regions by: land, water, farming, economy, people and cities.
- 3.5 Identify Southeast regions by: physical features, climate, farming, industries, manufacturing, cities and vacationlands.
- 3.6 Identify North Central regions by: physical features, climate, farming, industries, and communities.
- 3.7 Identify Southwest regions by: land features, use of land and climate, natural resources, and cultures. (A, B and C)
- 3.8 Identify Mountain West regions by: physical features, economy, mining, manufacturing and cities.
- 3.9 Identify Colorado by its unique characteristics, location, history and pioneer lifestyle.

3.10 Identify Pacific West region by: physical features, climate, farming, natural resources and lifestyle

State Standard 4 Geography

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Classroom objectives

- 4.1 Identify regions differentiated by climate, vegetation and landforms.
- 4.2 Identify regions in the United States and the world by regions.
- 4.3 Identify New England regions by: land, climate, farming, natural resources, industries and communities.
- 4.4 Identify Middle Atlantic Regions by: land, water, farming, economy, people and cities.
- 4.5 Identify Southeast regions by: physical features, climate, farming, industries, manufacturing, cities and vacationlands.
- 4.6 Identify North Central regions by: physical features, climate, farming, industries, and communities.
- 4.7 Identify Southwest regions by: land features, use of land and climate, natural resources, and cultures. (A, B and C)
- 4.8 Identify Mountain West regions by: physical features, economy, mining, manufacturing and cities.
- 4.9 Identify Colorado by its unique characteristics, location, history and pioneer lifestyle.
- 4.10 Identify Pacific West region by: physical features, climate, farming, natural resources and lifestyle.

State Standard 5 Geography

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

Classroom objectives

- 5.1 Identify regions differentiated by climate, vegetation and landforms.
- 5.2 Identify regions in the United States and the world by regions.
- 5.3 Identify New England regions by: land, climate, farming, natural resources, industries and communities.

5.4 Identify Middle Atlantic Regions by: land, water, farming, economy, people and cities.

- 5.5 Identify Southeast regions by: physical features, climate, farming, industries, manufacturing, cities and vacationlands.
- 5.6 Identify North Central regions by: physical features, climate, farming, industries, and communities.
- 5.7 Identify Southwest regions by: land features, use of land and climate, natural resources, and cultures. (A, B and C)
- 5.8 Identify Mountain West regions by: physical features, economy, mining, manufacturing and cities.
- 5.9 Identify Colorado by its unique characteristics, location, history and pioneer lifestyle.
- 5.10 Identify Pacific West region by: physical features, climate, farming, natural resources and lifestyle.

State Standard 6 Geography

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

Classroom objectives

- 6.1 Identify regions differentiated by climate, vegetation and landforms.
- 6.2 Identify regions in the United States and the world by regions.
- 6.3 Identify New England regions by: land, climate, farming, natural resources, industries and communities.
- 6.4 Identify Middle Atlantic Regions by: land, water, farming, economy, people and cities.
- 6.5 Identify Southeast regions by: physical features, climate, farming, industries, manufacturing, cities and vacationlands.
- 6.6 Identify North Central regions by: physical features, climate, farming, industries, and communities.
- 6.7 Identify Southwest regions by: land features, use of land and climate, natural resources, and cultures. (A, B and C)
- 6.8 Identify Mountain West regions by: physical features, economy, mining, manufacturing and cities.
- 6.9 Identify Colorado by its unique characteristics, location, history and pioneer lifestyle.
- 6.10 Identify Pacific West region by: physical features, climate, farming, natural resources and lifestyle.

State Standard 1 History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Classroom objectives

- 7.1 Learn that God wants them to be good citizens who are responsible and knowledgeable about our country.
- 7.2 Understand time lines.
- 7.3 Know the general chronological order of significant people, groups and events in Colorado state history.

State Standard 2 History

Students know how to use the processes and resources of historical inquiry.

Classroom objectives

- 8.1 Pose and answer questions about the history of Colorado.
- 8.2 Use a timeline to understand Colorado history.
- 8.3 Gather history about the state from an archaeological dig.
- 8.4 Gather information about the past from fiction and non-fiction books, oral histories, photos, newspapers and artwork.
- 8.5 Read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps such as: the geographic features of the setting in which they occurred, the absolute and relative locations and the distance and direction involved.
- 8.6 Use available technology to obtain historical information.
- 8.7 Identify various sources of historical information and verify those sources as legitimate, accurate, and balanced in presentation.
- 8.8 Present examples of connections between past events and present day situations.

State Standard 3 History

Students understand that societies are diverse and have changed over time.

Classroom objectives

- 9.1 Learn to connect the United States with palaces around the world.

- 9.2 United States citizens live in faraway locations (Pacific Ocean, Caribbean islands) and in foreign countries.
- 9.3 Importance of moving people and goods through various means transportation.
- 9.4 Understand the beginning and importance of international trade.
- 9.5 Understand methods and reasons that farming in different parts of the world exists. (rice in East Asia, Australian ranching, African rain forest, dikes for reclaiming land from the sea, etc.)
- 9.6 Location and need for energy sources (mining, wells, renewable resources, etc.)
- 9.7 Learn about how a living is earn in a different way in differing parts of the world (fishing, foresting, mining, etc.)
- 9.8

State Standard 4 History

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Classroom objectives

- 10.1 Learn about community from around God's world.
- 10.2 Describe the impact of various technological developments in the state of Colorado. (Mining field trip, entire Colorado History unit)
- 10.3 Describe economic needs and wants of a community and/or a state.
- 10.4 Explain how supply and demand affects the resources in a community and/or region.

State Standard 5 History

Students understand political institutions and theories that have developed and changed over time.

Classroom objectives

- 11.1 Learn about the importance of community and state governments that make laws and provide services.
- 11.2 Learn about our national government and national capital.
- 11.3 Explain why cities and towns have laws to maintain order and protect citizens.
- 11.4 Describe the function of state and city government.
- 11.5 Give examples of different heads of government.

- 11.6 Understand the reason the Governor lives in a public house.
- 11.7 Describe how political leadership is acquired in the community.
- 11.8 List ways citizens can interact with state and local government.
- 11.9 Explain the need for balance between individual rights and mutual cooperation for people to live and work together in communities.

State Standard 6 History

Students know that religious and philosophical ideas have been powerful forces throughout history.

Classroom objectives

- 12.1 Recognize that families have different traditions based on their individual beliefs and values.
- 12.2 Identify the variety of churches, services and other organizations and the importance they play in the community.
- 12.3 Give examples of how religion affected the settlement of the New England region of the United States.
- 12.4 Understand the religion and religious beliefs set the foundation for change during the time of Martin Luther.