

Behavioral Science – The students will understand the actions and reactions of humans and how they interact in groups. Culture; Power, Authority, and Governance; Global Connections Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student...  1. recognizes how family units change over time in Iowa.  2. understands family, friends, religion and media affect our behavior and decisions. (21 <sup>st</sup> -T)  3. understand regions have different cultural influences.	I can...  1. describe how families have changed in Iowa over time.  2. explain how two different points of view can affect how a person acts and makes decisions.  3. tell how culture affects people in Iowa or a region of the U.S.	1. Iowa Era Charts, BHH Ages of Man.  2. End of Unit Social Studies projects, BHH, and PARRT Lesson.  3. -Use the first activity for H3a; On a card write the top 3-5 cultural connections to U.S. regions or Iowa. -In a community circle, the students can share about a family tradition, record students' responses on a checklist (This is discussed in primary grades and now 4th graders should expand to cultural tradition of others).

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**Economics-** The student will understand the production, distribution, and consumption of goods and services.  
 Culture; People, Places, & Environments; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections  
 Standards (National Council of Social Studies)

Student Learning Expectation:	<i>I Can Statement:</i>	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> <li>1. understands that states depend on each other for goods and services.</li> <li>2. understands how technological advancements impact life in Iowa, other regions of the United States, or the world. <input type="checkbox"/> (21<sup>st</sup> -E, T)</li> <li>3. identifies goods and services for regions and those specific to Iowa. (21<sup>st</sup> -F)</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>1. tell how states rely on each other for products.</li> <li>2. explain how technological changes have affected life.</li> <li>3. tell what a good and a service is and give an example from Iowa and/or a region.</li> </ol>	<ol style="list-style-type: none"> <li>1. -Draw pictures of products and/or services which Iowa receives from other states. - Write a list of those products and/or services which Iowa provides for other states.</li> <li>2. -Make a list of different technologies and their effect and the world (use a <b>cause and effect</b> chart). -Refer to evidence for <b>H7a &amp; H7b</b>: 7a. write/draw on a note card a piece of technology that they use, on one side draw the technology as it was used, on the other how it is used today in their own life (ex. Letter/email ; typewriter/computer). 7b. Have students make a flip book or T-Chart with the columns labeled “then” and “now”. On the “then” side, draw pictures of how the technology was used in the past and a sentence describing it; repeat for the “now” side.</li> <li>3. -Use evidence for 4a (above). -The student fills out a <b>2-column chart</b> listing regions and the goods and services for that region.</li> </ol>

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<b>Geography</b> – The student will understand the interaction between people and their environments. Culture; People, Places, & Environments Standards (National Council of Social Studies)		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. uses maps, charts, graphs, globes, and computer programs to locate and analyze information about people, places, and the environment in Iowa and the U.S. regions. ☞ (21 <sup>st</sup> -T)  2. understands how geography and resources define regions of the U.S. and influence culture. ☞  3. understands how human changes to the environment can produce positive and negative consequences. (21 <sup>st</sup> -E)	I can...  1. use maps, charts, graphs, globes, and computer programs to find and study people, places and the environment in Iowa and the U.S. regions.  2. give examples of how geography and the resources define regions of the U.S. and affect culture.  3. give examples of how people cause both good and bad changes to the environment.	1. -Locate and label certain important cities, states, and land/water forms for each region ( <a href="#">Geospy</a> ). -List five things from a particular region and see if other students can identify what region it is. Then choose five of the students' cards and give a quiz from those cards for the whole class.  2. -Use <b>National Inspirer</b> to locate products and resources in the different states. -Make a postcard that shows three resources or geographical features for a region.  3. -Write a short paragraph about the good and bad effect of a change to the environment (i.e. coal mines, building dams, oil wells, etc. page 48 in the Social Studies activity book). -Create a <b>cause and effect chart</b> choosing an event and its effects on the environment.

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<p><b>History</b> – The student will understand the study and analysis of the past and how it can impact current and future events.</p> <p>Culture; Time, Continuity, and Change; Science, Technology, and Society; Civic Ideals and Practices Standards (National Council of Social Studies)</p>		
<p><b>Student Learning Expectation:</b></p>	<p><b><i>I Can Statement:</i></b></p>	<p><b>Ideas Regarding Acceptable Evidence of Student Learning:</b></p>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. understands the historical development of Iowa.</li> <li>2. understands different cultures affect aspects of life in the U.S. regions and in Iowa across time. ☞</li> <li>3. understands how people can positively/negatively affect life. (21<sup>st</sup> -E)</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>1. explain the Iowa eras in general and share a detail from each era.</li> <li>2. give examples of how different cultures affect people's lives.</li> <li>3. explain how an individual or group changed life in Iowa or the U.S.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete a quick-write about the Iowa eras and a detail about each one. -"<a href="#">Give 'em a Hand</a>" using a hand shape (or other 5 sided figure), write on each finger and the thumb the Iowa eras and a detail about each one.</li> <li>2. On a card, write the top 3-5 cultural connections you have to the region/Iowa (any region, NE, SE, Iowa, etc). -Make a PowerPoint slide or a quilt square (may use Pixie to create) on a cultural aspect of a region or Iowa (talk about the aspect and show pictures) to put together as a larger presentation of things learned.</li> <li>3. On the outline of a head (<a href="#">Open Mind</a>), (draw a picture on the head, write on the lines below) do a quick write &amp; draw about an individual or a group and how they changed Iowa or a U.S. region (ex. Europeans took land from the Native Americans - draw a picture of a map that is divided into farms, and explain on the writing side that the Europeans took the land, and divided it up into farms; Julian Dubuque – draw a picture of Julian, the trading post, lead mines, on the writing side explain how he changed the face of Dubuque and how that affected the rest of Iowa.) -Write a short news article, with the <a href="#">Question Mark</a>, 5 W's as a guide, about someone or a group who has had an impact on the region or Iowa.</li> </ol>

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**History** – The student will understand the study and analysis of the past and how it can impact current and future events.

<p>4. understands how regions were settled and developed.</p>	<p>4. demonstrate how regions were settled and developed.</p>	<p>4. Select a site for a suitable settlement in the NE or another region and explain why you would choose this place to live (such as the NE Settlement Site project in the Social Studies Notebook). -Use a map to locate cities or settlements and explain why people settled there (Iowa unit Native Americans, map of Iowa largest cities).</p>
<p>5. understands the cause and effect of important events in Iowa and the U.S. regions.</p>	<p>5. list or explain the cause and effect of important events that changed life in Iowa and the U.S. regions.</p>	<p>6. Create a <a href="#">cause and effect chart</a> of events occurring in Iowa or in regions of the United States. b. make a list of five or more important events that changed Iowa.</p>

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<b>Political Science / Civic Literacy</b> – The student will understand the role, development, and authority of government. The student will understand the rights and responsibilities of being a citizen. (21 <sup>st</sup> -C)		
Power, Authority, and Governance; Global Connections; Civic Ideals and Practices Standards (National Council of Social Studies)		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. understands the role of citizens' rights and responsibilities in a democracy. ☞ ★ (21 <sup>st</sup> -C)  2. understands that there are three branches of government in a democracy. (21 <sup>st</sup> -C)  3. understands the structure of the state government.  4. gains awareness of the role of the United States in current world events. (21 <sup>st</sup> -C)	I can...  1. understand why we have rules in our classroom, school, and country  2. list the three branches of government in the United States.  3. name the branches of government in the State of Iowa.  4. discuss how the U.S. is involved in world events.	1. class meetings, classroom voting, BHH, group work  2. Write down the three branches of government.  3. Write down the three branches of government.  4. -Share ideas in class discussions (record student responses on an observation sheet). -Will bring in articles that discuss world events.

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