

Social Studies 4B Syllabus

Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>19</b>	<b>Economics 101</b>		
<b>19.1</b>	Business and Risk	What is a business? What risks are involved?	Students will be able to apply a risk taking and plan a business.
<b>19.2</b>	Supply and Demand	What is supply and demand?	Students will be able to apply supply and demand.
<b>19.3</b>	Goods and Services	What is the difference between a good and a service?	Students will be able to apply the definition of goods and services.
<b>19.4</b>	Jobs and Industry	What types of jobs and industry are there?	Students will be able to apply the types of jobs and industry.
<b>19.5</b>	Producers, Consumers, and Entrepreneurs	What is the difference between producers and consumers? What are entrepreneurs?	Students will be able to apply the definitions of producers, consumers, and entrepreneurs.

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<b>20</b>	<b>Economics 102</b>		
<b>20.1</b>	Limited Resources and Scarcity	What is scarcity? What are limited resources?	Students will be able to apply the definition of scarcity to their business.
<b>20.2</b>	Specialization and Division of Labor	What is specialization? Why is labor essential?	Students will be able to apply specialization and labor to their business.
<b>20.3</b>	Communication and Transportation	How do communication and transportation affect the economy?	Students will be able to apply knowledge about transportation and communication to their business.
<b>20.4</b>	Advertising	How does advertising affect business and consumers?	Students will be able to apply knowledge about advertising to their business.
<b>20.5</b>	Business Choices	What choices do businesses make?	Students will be able to apply knowledge about business choices to their business.

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<b>21</b>	<b>Economics 103</b>		
<b>21.1</b>	Types of Resources	What types of resources are there?	Students will be able to apply knowledge about types of resources to their business.
<b>21.2</b>	Opportunity Cost and Investments	What is opportunity cost? What is an investment?	Students will be able to apply knowledge about opportunity cost and investment to their business.
<b>21.3</b>	Making Decisions and Budgeting	How do consumers make decisions? How do you budget?	Students will be able to apply knowledge about economic choices to their business. Students will be able to create a personal budget.
<b>21.4</b>	Earning and Saving Money	How do you earn money? Why is it important to save?	Students will be able to identify reasons for saving money and how to save money.
<b>21.5</b>	Borrowing, Renting, and Credit	What is borrowing? What is renting? What is credit?	Students will be able to identify good and bad reasons to borrow money. Students will be able to define renting and list properties to be rented. Students will be able to explain credit.

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<b>22</b>	<b>World Economics</b>		
22.1	Imports and Exports	What are imports and exports?	Students will be able to define imports and exports and give examples of each.
22.2	Traditional System	What is a traditional system?	Students will be able to define a traditional system and give an examples of tribe that has this system today.
22.3	Command System	What is a command system?	Students will be able to define a command system and give an example of a society that has this system today.
22.4	Market System	What is a market system?	Students will be able to define a market system and give an example of a society that has this system today.
22.5	Currency Exchange	What is currency exchange?	Students will be able to define a currency exchange and apply it.

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<b>23</b>	<b>Environment</b>		
23.1	Human Adaptation to Physical Environments	How do people adapt to their physical environments?	Students will be able to identify ways humans adapt to their physical environments.
23.2	The Effects of Physical Systems	How do physical systems affect humans?	Students will be able to identify ways physical systems affect people.
23.3	Bad Human Effects	How do people negatively affect the environment?	Students will be able to identify 3 ways humans negatively affect the environment.
23.4	Adjustment of Human Effects	How do people reverse bad effects?	Students will be able to identify 3 ways humans can reverse bad effects on the environment
23.5	Good Human Effects	How do people positively affect the environment?	Students will be able to identify 3 ways humans positively affect the environment.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>24</b>	<b>Geography 101</b>		
<b>24.1</b>	Latitude and Longitude	What is latitude and longitude?	Students will be able to define latitude and longitude and apply it to time zones.
<b>24.2</b>	Poles, the Equator, and More	Where are the poles, the equator, the prime meridian, the tropics and the hemispheres?	Students will be able to locate the following on a map: North Pole, South Pole, equator, prime meridian, Tropic of Cancer, Tropic of Capricorn, northern hemisphere, southern hemisphere
<b>24.3</b>	Compass rose, Legends, and Map Symbols	What is a compass rose? How do I read map legends and symbols	Students will be able to following directions on a map using the compass rose, legend, and symbols.
<b>24.4</b>	Geographic Tools	Which geographic tool is best to use for different situations?	Students will be able to identify the proper geographic tool (map, graph, aerial photo, survey) for given situations.
<b>24.5</b>	Location and Topography	What is the difference between absolute and relative location? What is topography?	Students will be able to define absolute location, relative location, and topography. Students will apply these definitions to map questions.

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<b>25</b>	<b>Geography 102</b>		
<b>25.1</b>	Find It!	What is a grid coordinate system? What regions are there?	Students will be able to locate regions based on a grid coordinate system.
<b>25.2</b>	Physical Processes	What is plate tectonics? What is the Hydrologic cycle?	Students will be able to label plate tectonics in pictures and the Hydrologic cycle.
<b>25.3</b>	Earth-Sun	What are equinoxes? What are solstices?	Students will be able to define equinoxes and solstices.
<b>25.4</b>	Biomes and Climate	What are the biomes? How are their climates different?	Students will be able to compare and contrast two biomes and their climates.
<b>25.5</b>	US Map	What are the key features in the United States?	Students will label the following on a US map: Great Lakes, Rocky Mountains, Great Plains, Appalachians, Mississippi River, etc.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>26</b>	<b>World Around Us</b>		
<b>26.1</b>	America's Neighbors	Who are America's neighbors?	Students will be able to identify 3 facts about Canada and 3 facts about Mexico.
<b>26.2</b>	Nation States	Which countries are nation states? What makes them different than other countries?	Students will be able to define a nation state and give 3 examples.
<b>26.3</b>	Treaties	What is a treaty? What treaties as the United States made with other nations?	Students will be able to define a treaty and give one example of a treaty the U.S. has with another country.
<b>26.4</b>	Working Together	How do different countries in the world work together?	Students will be able to identify a situation where countries have worked together.
<b>26.5</b>	World Map	What are some places in the world that I should know?	Students will label the following on a world map: (Countries) United Kingdom, Argentina, Egypt, United States (Provinces) Ontario, Quebec, Nova Scotia, (Major human regions) Mid Atlantic, New England, Southwest, (States) Pennsylvania, California, Texas, student's (Major cities) London, Los Angeles, Tokyo, student's (Counties) student's (Townships) student's (if applicable)

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<b>27</b>	<b>Think About It</b>		
<b>27.1</b>	Problem Solving for Me	How can I solve a problem?	Students will apply the problem-solving model to a problem that they face.
<b>27.2</b>	Helping Others Solve a Problem	How can I solve a problem?	Students will apply the problem-solving model to a problem that faces their family, a friend, or their class.
<b>27.3</b>	Decision Making for Me	How can I make a decision?	Students will apply the decision-making model to a decision facing them.
<b>27.4</b>	Helping Others Make a Decision	How can I make a decision?	Students will apply the decision-making model to a decision facing their family, a friend, or their class.
<b>27.5</b>	Fact Vs. Opinion	How can I tell the difference between a fact or an opinion?	Students will identify facts and opinions in an online publication.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>28</b>	<b>Human Geography</b>		
28.1	Population	What is population density? How is it different where I live compared to other places in the world?	Students will be able to compare population characteristics of their own city to two major world cities.
28.2	Human Movement	What different ways to humans move? What are the motivations?	Students will be able to identify different human movements in a story of a life of a child.
28.3	Politics	What are different political units?	Students will be able to match the names of descriptions of: school districts, state congress, state house of representatives, federal congress, federal house of representatives
28.4	American Economics	What are the key industries in the United States?	Students will be able to label an American map with key industries, such as California as a fruit bowl and Texas as a cattle industry. Also, Florida as a center for the space industry.
28.5	Immigration	What is immigration? What were the big immigrations in our country's history?	Students will be able to define immigration and identify their own family's immigration.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>29</b>	<b>Cultural Awareness</b>		
<b>29.1</b>	Various Ethnic Groups	What ethnic differences should I be aware of?	Students will be able to learn about the customs and culture of another ethnic group.
<b>29.2</b>	Religious Groups	What religious differences should I be aware of?	Students will be able to learn about a religious group different than their own.
<b>29.3</b>	Customs and Celebrations	What customs and celebrations are different than my own?	Students will be able to learn about customs and celebrations different than their own.
<b>29.4</b>	People's Contribution	What are the contributions of another ethnic group to America?	Students will be able to learn about contributions of their studied ethnic group.
<b>29.5</b>	Oral Presentation	What did I learn?	Students will be able to report back on research from the module about an ethnic group.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>30</b>	<b>Great Depression</b>		
30.1	The Great Depression	What was the Great Depression?	Students will be able to define the Great Depression and identify 3 ways it affected Americans' lives.
30.2	The Dust Bowl	What was the Dust Bowl?	Students will be able to identify what the Dust Bowl was and its effects.
30.3	The Causes	What caused the Great Depression?	Students will be able to identify what led to the Great Depression.
30.4	Around the World	Which other countries in the world were in the Great Depression?	Students will be able to identify 2 other countries involved in the Great Depression.
30.5	Unemployment	How many people did not have jobs in the Great Depression?	Students will be able to identify the unemployment rate in the Great Depression.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>31</b>	<b>World War II</b>		
<b>31.1</b>	World War II- What and Why?	What was World War II about?	Students will be able to identify the key reasons for WWII.
<b>31.2</b>	World War II- Who?	Who was in World War II?	Students will be able to identify the countries involved in WWII and who was on which side.
<b>31.3</b>	World War II- When?	When was World War II?	Students will be able to identify the dates of WWII and when the U.S. entered the war.
<b>31.4</b>	World War II- Where?	Where was World War II?	Students will be able to identify where WWII was fought.
<b>31.5</b>	World War II- How?	How did World War II affect the United States?	Students will be able to identify 3 WWII effects on America.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>32</b>	<b>Resources</b>		
32.1	Primary and Secondary Sources	What are primary and secondary sources?	Students will be able to define primary and secondary sources and give an example of each.
32.2	Analyzing Information	How do you analyze information?	Students will be able to match different ways to analyze information to their definitions.
32.3	Interpreting Data	How do you interpret data?	Students will be able to organize and interpret data.
32.4	Different Perspectives	Why should you look at both sides of an issue?	Students will be able to find pertinent information from two sides of an issue.
32.5	Maps and Graphs	How do graphs and maps help me learn history?	Students will be able to interpret information from a map and a graph.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>33</b>	<b>Science</b>		
33.1	Famous American Scientists	Who are some famous American scientists?	Students will be able to match 4 American scientists with their discoveries.
33.2	Famous American Inventors	Who are some famous American inventors?	Students will be able to match 4 American inventors with their inventions.
33.3	Science and Industry	How do Science and industry connect?	Students will be able to match 4 Science fields/discoveries with their industries.
33.4	Technology	Which technologies were invented when?	Students will be able to match 4 technological advances and their dates.
33.5	The Future	What might the future hold?	Students will be able to predict 2 future inventions.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>34</b>	<b>A Trip Around the World</b>		
34.1	Africa	What should I know about Africa?	Students will be able to identify key people in Africa's history and their governments.
34.2	North America	What should I know about North America?	Students will be able to identify key Native American tribes and locations.
34.3	South America	What should I know about South America?	Students will be able to identify facts about the Aztecs and Mayans.
34.4	Asia	What should I know about Asia?	Students will be able to identify key people in Asia's history and their trade routes
34.5	Europe	What should I know about Europe?	Students will be able to identify key people in Europe's history and Reformation.

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<b>35</b>	<b>Research</b>		
<b>35.1</b>	Social Studies Vocabulary	What Social Studies Vocabulary do I know?	Students will be able to match key Social Studies terminology used in the course to their definitions.
<b>35.2</b>	Research a topic	How do I learn more? How do I write a research question?	Students will be able to research a Social Studies question related to a topic learned in this course.
<b>35.3</b>	Write It	How do I write the information in my own words?	Students will be able to write the answer to their research question in their own words, following English rules.
<b>35.4</b>	Visual Aid	How can a visual aid help answer my question?	Students will be able to find and include an appropriate visual with their research answer.
<b>35.5</b>	Record It	How can I share what I learned?	Students will be able to orally share their researched information.

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Module #	Module/Lesson Title	Essential Question(s)	Objective
<b>36</b>	<b>Semester Review</b>		
36.1	People	Who have I learned about?	Students will review people from the course.
36.2	Places and Events	Which places and events have I learned about?	Students will review places and events from the course.
36.3	Ideas and Concepts	What ideas I learned about?	Students will review ideas and concepts from the course.
36.4	Science and Technology	What have I learned about science and technology?	Students will review science and technology from the course.
36.5	World	What things I learned about the world?	Students will review continents from the course