



GRADE 4 SOCIAL STUDIES LEARNING OUTCOMES AND UNIT GUIDE

Unit	Learning Outcomes	Performance Indicators
Who We Are	Interactions and Interdependence of Nations (IN)	
	Examine the social roles and cultural diversity that existed in Mesoamerican ancient civilizations (Mayan, Aztec, Inca).	Research cultural traditions, celebrations, art, music, literature, drama, and sport.
		Research and represent the historical and contemporary accomplishments and contributions to ancient civilizations. (calendar, counting).
		Research, investigate, and understand: <ul style="list-style-type: none"> ✓ Cities (geographical and climatic areas) ✓ Society (social order, duties, justice, monarchy) ✓ Architecture and engineering (pyramids, temples, massive stone structures) ✓ Food ✓ War and conflict ✓ Artwork (weaving, jewelry) ✓ Trade (network of roads, cacao beans, feathers) ✓ Accomplishments (two calendars, astronomy, counting, glyphs, medicine) ✓ Cultural traditions ✓ Traditional worldviews (Religion, god's connection to nature)
Dynamic Relationships (DR)		
Where We Are in Place and Time	Correlate the impact of the land on the lifestyles and settlement patterns of the people of Nicaragua and Mesoamerican ancient civilizations including the Mayan, Inca and Aztec.	Use maps and globes to locate: Ancient Mesoamerican sights, Nicaraguan cities (Managua, Leon, Granada, SJDS), Nicaraguan geographical regions
		Understand how geographical regions (Highland, lowland, rainforest, sea front) impacts the lifestyles of people both past and present (fertility of soil, resources, food, clothing).
		Use maps, charts, and pictures to describe how communities in Nicaragua vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
	Demonstrate an understanding of the physical and human geographic features that define places and regions in Nicaragua.	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in Nicaragua, Central America and the world
Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.		
Identify the Nation's capital and describe the various regions of Nicaragua, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.		
Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.		
Describe ways ancient Mesoamerican Civilizations exchanged goods and services.	Investigate ancient civilizations: <ul style="list-style-type: none"> ✓ Goods and services of the civilization ✓ Trade routes and their significance (network of roads) ✓ Transportation of goods (cacao beans, feathers) ✓ Economic system 	
	Inquire into how economic systems have changed and what things have stayed the same.	
How We Express Ourselves	Interactions and Interdependence of Nations (IN)	
	Analyze how Nicaraguan people have shaped and continue to shape Nicaragua.	Create biographic profiles of a selection of Nicaraguan leaders and create an inventory of the contributions people made to government, business, and professional life in Nicaragua (e.g., architects, educators, politicians, artists, athletes).
		Determine the influence Nicaraguan people and programs have had on a national scale.
Explain the significance of dance and music to Nicaraguan peoples and its contribution to intercultural development.		
How the World Works	Resources and Wealth (RW)	
	Analyze the strategies Mayan, Inca and Aztec people have developed to meet the challenges presented by the natural environment.	List the challenges and opportunities climate presents for Ancient Civilizations.
		Determine safety measures necessary for living in climate (e.g., clothing; resources, weather, storms, sacrifice).
		Retell the stories from ancient Mayan, Inca and Aztec people concerning challenges. (Hero Twins)
		Collect the natural weather forecasting techniques of ancient civilizations.
		Represent the traditions and practices Mayan, Inca and Aztec people developed when faced with difficult times (sacrifice)
		Research past and present technologies used to withstand Central American climate.
		Investigate the technological evolution of farming practices in ancient civilizations, including crop variety development, soil and water conservation.
Describe technologies used in exploration, including: Transportation, Navigation, Food preservation		



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Power and Authority (PA)		
How We Organize Ourselves	Analyze the relationship between governance institutions in Nicaragua and the quality of life of people in the country.	Identify ways in which Nicaraguan people can be involved in making decisions which affect their local communities (e.g., run as a candidate for school board, local government, vote during elections, attend community forums).
		Illustrate the organization of the municipal decision-making process, including the name of the sitting Mayor and his duties.
		Describe ways in which Nicaraguan people can be involved in the democratic process regarding decisions which affect their nation, and explain why it is important to be an active participant in the democratic process
		Analyze how the symbols of Nicaragua, including the flag, reflect the values and qualities of the people and the government of Nicaragua.
	Understand the structures, functions, and powers of the local, municipal, and federal governments.	Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
		Explain the structures and functions of Municipal governments, including the roles and responsibilities of their elected officials.
		Describe the components of the Nicaraguan governance structure including: President, Disputados, Ministros, Alcaldes and Delegados.
		Differentiate between rules and laws.
		Differentiate between rights and responsibilities.
		Identify elected Mayors and federal heads of government.
Analyze the governing systems of the Mesoamerican civilizations (Mayan, Inca and Aztecs).	Research the structures of governance of Mayan, Inca and Aztec civilizations.	
	Compare the traditional processes for selection of leadership to current practices for selection of leaders.	
	Compile an inventory of issues of past and present systems.	
Resources and Wealth (RW)		
Sharing the Planet	Investigate the importance of agriculture to the economy and culture of Nicaragua.	Identify and locate various types of farms in Nicaragua.
		Research production practices of various types of crop and livestock farms.
		Identify various farm stewardship practices (e.g., how farmers care for the land, animals, water supply, natural vegetation, and air quality).
		Compile an inventory of Nicaraguan agricultural food.
		Identify agricultural products used in daily life in Nicaragua. Record School dinners for a week and trace products to where and how they are grown.
		Trace the steps of a food product from the farm to the plates of consumers, and identify the various careers that contribute to this process in the agriculture and food processing industries
		Visit local farms and investigate where their food ends up and impact. (picked, transportation, sold).