

## Fourth Grade Social Studies - Regions/Ohio

The study of various regions in Social Studies (SS) corresponds directly with the biome study in fourth grade Science (SC). We recommend **starting with Ohio** (SS), studying water (the environmental focus) and the deciduous forest biome (SC).

Where SS would continue studying Ohio during the first semester, SC might move on to Physical Science and the Health/Human Body objectives.

During the second semester, the regions and biome studies can be combined:

**Northeast** - (coast) saltwater

**South** - (swamps, bayous, coastal) wetlands

**Middle East** - (Great Lakes) freshwater

**West** - (prairies) grassland, (mountains) coniferous forests (**Canada?**)

**Southwest** - deserts (**Central America?**)

**Alaska** - tundra

**Hawaii** - tropical rainforest

Textbooks may organize the regions in a variety of ways; feel free to “skip around”.

Textbooks are there to serve **your** curriculum, not the other way around!

**Biome Study (from Fourth Grade Science Graded Course of Study, p.27) Red indicates Social Studies content.**

**In developing the biome studies, teachers should be asking the following questions:**

**What would it be like to live in this area? What kinds of plants, animals, birds, trees, etc. would you see here? Why does the area support this specific kind of plant, animal life?** How do all these species interact to help, hinder each other? **How is the area changing?** What is changing it? How is this affecting the other organisms that live in this biome?

**What kind of climate and physical landforms are in this region? What non-living aspects (soil, geology) affects the biome? How do the seasons affect plants, animals?**

**Students studying a biome would be expected to be able to identify at least three plants, animals, trees, etc. common to that biome. For the Deciduous Forest biome, for example, students could learn the following:**

Trees - maple, oak, locust, elm, buckeye, redbud, sycamore, sweet gum

Plants - ragweed, clover, thistle, goldenrod, Queen Ann’s lace, milkweed, dandelion, May apple (where and when are they found?)

Fruits - berries, apple, peach, grapes (raisins) (when are they picked?)

Flowers - violet, spring beauty, chrysanthemums, day lilies, periwinkle, phlox, aster (when do they bloom?)

Animals - squirrel, deer, rabbit, raccoon, ‘possum, fox

Birds - robin, cardinal (state bird), hawk, Canadian geese, sparrow, crow

Foods - berries, seeds, insects (when, where are they seen most?)

Common insects - ants, bees, locust, wasps, fireflies

Snakes - black, blue racer, garter, copperhead

Students would be expected to know food chains and food webs; habitats of animals; changes in food, habitat at different seasons; endangered species of plants, animals; bird migration.

### **Informal Assessment**

Examples of biomes, endangered species, adaptations can show understanding of concepts. Students might construct charts or webs showing the interrelatedness of climate, habitats, species, etc. Teacher might give conditions of an imaginary "biome" and ask students to predict what type of plant and animal life it might sustain, what adaptations would need to be made, and what a possible food chain might be. Or the opposite: given particular species, **geography, climate**, students might determine what kind of biome this would be