## Trinity Area School District Elementary Social Studies Curriculum Map

| Course: Social Studies<br>Grade: 4 | Overview of Course: Students should understand the physic | cal, political, historical, cultural, and economic   | s characteristics of each region of the   |
|------------------------------------|---|--|---|
| diaue. 4                           | United States in relation to regions are                  | •  | characteristics of each region of the     |
|                                    | omited states in 15 auton to 15 giolis and                | WATER WATER TO THE STATE OF THE |   |
|                                    | Overarching Big Ideas, Endu                               | ring Understandings, and Essential Questic   | ons                                       |
|                                    | (These "spiral" t   | hroughout the entire curriculum.)  |   |
| Big Idea                           | Standard(s) Addressed                                     | Enduring Understanding(s)  | Essential Question(s)                     |
| (A Big Idea is typically           | (What Common Core Standard(s) and/or PA                   | (SAS refers to Enduring Understandings as  | (Essential Questions are broad and open   |
| a noun and always                  | Standard(s) addresses this Big Idea?)                     | "Big Ideas." EUs are the understandings  | ended. Sometimes, EQs can be debated.     |
| transferable within                |   | we want students to carry with them after  | A student's answer to an EQ will help     |
| and among content                  |   | they graduate. EUs will link Big Ideas   | teachers determine if he/she truly        |
| areas.)                            |   | together. Consider having only one or two  | understands. Consider having only one     |
|                                    |   | EUs per Big Idea.)   | or two EQs per Enduring Understanding.)   |
| Systems                            | Civics and Government                                     | Civics and Government  | Civics and Government                     |
| Cooperation                        |   |  |   |
| Location                           | 5.1.4.A: Examine school rules and                         | People need to cooperate in order to   | How can I make a positive difference?     |
| Culture                            | consequences.   | achieve success.   |   |
|                                    |   |  | How do members of a community             |
|                                    | 5.1.4.B: Describe the basic purposes                      | Citizens understand their rights and   | interact to help each other meet their    |
|                                    | of government in the classroom, school,                   | practice their responsibilities in a   | basic needs?                              |
|                                    | community, state, and nation.                             | democratic society.  |   |
|                                    | 5.1.4.C: Describe the principles and ideals               | All citizens are equal before the law.   | How do citizens effectively communicate   |
|                                    | shaping local state, and                                  |  | with legislators, officers, and the legal |
|                                    | national government.                                      | Active citizens understand the workings of   | system?                                   |
|                                    | • Liberty / Freedom                                       | government and use that knowledge for  |   |
|                                    | Democracy   | the common good.   |   |
|                                    | • Justice   |  |   |
|                                    | • Equality  | Each level of government has specific  | Why do we need government?                |
|                                    | E14D Intermedianidae                                      | operations and duties.   | wily do we need government:               |
|                                    | 5.1.4.D: Interpret key ideas                              |  |   |
|                                    | about government found in significant                     | The distribution of power is a product of  |   |

| symbols, 5.2.4.A: It and the r classroom 5.3.4.C: It local and  Economic |   | with contemporary values and beliefs.  Discuss examples of problems/solutions. (good choices vs. bad choices)  Discuss cause and effect situations relevant to citizenship.  Economics  People rely upon the resources available to them. | Economics  How do Americans take part in the economy?   |
|--|---|---|---|
| make.  | what influences the choices people Explain why local businesses open e. | Different methods can be used to allocate goods and services.  The location of resources, transportation, communication networks, and technological innovation affect international economic patterns and the distribution of wealth.     | How does scarcity affect the economic decisions of individuals, businesses, and governments?  What might happen if resources are unavailable? |
| Geograp  | hy  | Geography   | Geography   |

7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.4.B. Describe and locate places and regions as defined by physical and human features.

7.2.4.A. Identify the physical characteristics of places and regions.

7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.

7.3.4.A. Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities

## History

8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.

8.1.4.B: Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.

8.1.4.C. Identify a specific research topic and

Geography studies the relationship between people, places, and environments by showing information about them in a spatial context.

Information on different types of maps is useful in helping us know more about the people who live there.

Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.

Culture is the way people live.

There can be cultures within cultures.

Regional differences in culture can be traced to the origins of our nation.

How do geography tools help me understand people, places, and environments in Pennsylvania and the United States?

How do maps help us locate different places in the world?

How do the four geographical regions and landforms compare/contrast to one another?

How do landforms, climate, weather, and resources impact where and how people live and work in each region?

## History

Comprehension of the experiences of individuals, society, and how past human experience has adapted, builds aptitude to apply to civic participation.

Historical literacy requires a focus on time and space, and an understanding of the historical context, as well as an awareness of point of view.

## History

How have industry, technology, and transportation changed the way we interact with the land?

What is culture?

What are the benefits and challenges of a diverse society?
Why do people live together and form societies?

develop questions relating to the research topic.

8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.

8.2.4.B: Locate historical documents, artifacts, and places critical to Pennsylvania history.

8.3.4.A: Differentiate common characteristics of the social, political, cultural and economic groups in United States history.

8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.

8.3.4.D: Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.

8.4.4.A: Differentiate common characteristics of the social, political, cultural, and economic groups in world history.

Methods of historical research, critical thinking, problem-solving, and presentation skills provide expertise for effective decision making.

Biography is a historical construct used to reveal positive and/or negative influences an individual can have on Pennsylvania's society.

Textual evidence, material artifacts, the built environment, and historic sites are central to understanding the history of Pennsylvania.

Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the Pennsylvania.

Why do we have rules and laws?

How do beliefs and values of a diverse culture affect individuals and society?

What is your role as a Pennsylvanian in the history of our state and country.

How can the story of another Pennsylvanian, past or present, influence your life?

What document or physical representation best summarizes Pennsylvania and why?

How has social disagreement and collaboration been beneficial to Pennsylvania society?

|   |                  | T)  | hese do NOT "spiral" throu  | ighout the entire curriculum, b  | ut are specific to each unit.)   |  |   |
|---|------------------|---|---|--|--|--|---|
| Month of Instruction (In what month(s) will you teach this unit?) | Title of<br>Unit | Big Idea(s) (A Big Idea is typically a noun and always transferabl e within and among content areas.) | Standard(s) Addressed<br>(What Common Core<br>Standard(s) and/or PA<br>Standard(s) address this<br>Big Idea?)   | Enduring Understanding(s) (SAS refers to Enduring Understandings as "Big Ideas." EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)  | Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student's answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.) | Common<br>Assessments  | Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?) |
| August –<br>September   | Citizen ship     | Civics  | 5.1.4.A: Examine school rules and consequences.  5.1.4.B: Describe the basic purposes of government in the classroom, school, community, state, and nation.  5.1.4.C: Describe the principles and ideals shaping local state, and national government.  • Liberty / Freedom  • Democracy  • Justice  • Equality  5.1.4.D: Interpret key ideas about | People need to cooperate in order to achieve success.  Citizens understand their rights and practice their responsibilities in a democratic society.  All citizens are equal before the law.  Active citizens understand the workings of government and use that knowledge for the common good.  Discuss examples of problems/solutions. (good choices vs. bad choices)  Discuss cause and effect situations relevant to | How can I make a positive difference?  How do members of a community interact to help each other meet their basic needs?  Who are the members of the community I would interact with?  How does being a good citizen lead to good choices.                 | *Suggested Collins Writing: Type 1 Writing: Why are rules important?  Type 1 writing: Why should there be consequence for not following rules. | Trinity<br>Handbook<br>Classroom<br>rules   |

|               |   |          | government found in significant documents:   | citizenship.   |  |   |   |
|---------------|---|----------|--|--|--|---|---|
| September-May | Maps<br>and<br>Globes<br>of the<br>United<br>States | Location | 7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.  7.1.4.B. Describe and locate places and regions as defined by physical and human features.  7.2.4.A. Identify the physical characteristics of places and regions.  7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions. | Geography studies the relationship between people, places, and environments by showing information about them in a spatial context.  Information on different types of maps is useful in helping us know more about the people who live there.  Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.  Culture is the way people live.  There can be cultures within cultures. | What are the different functions of maps and how are they used?  How do geography tools help me understand people, places, and environments in Pennsylvania and the Regions of the United States?  How do maps help us locate different places in the world?  How do the four geographical regions and landforms compare/contrast to one another?  How do landforms, climate, weather, and resources impact where and how people live and work in each region? | *Suggested Collins Writing: Look at essential question to turn into a Type 1, 2, or 3 writing. Other suggestions: Type 2 writing: Why does geography matter? Type 2 writing: Why does history matter? | Daily Geography Practice Worksheets *pick and choose accordingly.  Harcourt States and Regions Ch 1-2  Harcourt-DSV (Domain Specific Vocabulary) Cards  GoogleEarth |
|               |   |          | 7.3.4.A. Identify the human characteristics of places and regions using the following criteria: population,  | Regional differences in culture can be traced to the origins of our nation.  Historical Literacy requires  |  | Type 1 writing: List 5 examples of primary sources.   |   |
|               |   |          | culture, settlement,   | a focus on time and space,   |  | Jour Cos.   |   |

| 8.1. des and infl and 8.1. bet opi poi bet | historical context such as point of view, i.e. primary and secondary sources.  1.4.A. Identify and escribe how geography and climate have fluenced continuity and change over time.  1.4.B. Distinguish etween fact and point of view, and etween primary and econdary sources. | writing: List at least 4 examples of secondary sources.  Type 1 writing: List the 4 major regions of the United States.  Type 3 writing: Describe your region's physical features, culture, and economy to a person that might not be from your region. (TB page 77) |  |
|--|---|--|--|
|--|---|--|--|

States and Regions breakdown on the following pages.

1st Nine Weeks THE NORTHEAST REGION

| 1st Nine    | ELA Connection                 |                           | Each region developed its    | How do geography tools help    | *Suggested      | Harcourt          |
|-------------|--------------------------------|---------------------------|------------------------------|--------------------------------|-----------------|-------------------|
| Weeks       |                                | 6.1.4.D Explain what      | own identity based on        | me understand people, places,  | <b>Collins</b>  | States and        |
|             | Skills and Strategies          | influences the choices    | resources, agriculture,      | and environments in the        | <u>Writing:</u> | Regions           |
| Systems     |                                | people make.              | climate, industry, and       | United States?                 |                 | Chapters 3-4      |
| Cooperation | Story Structure<br>Summarize   |                           | physical features.           |                                | Look at         | The Northeast     |
| Location    | Point of View                  | 7.1.4.A. Describe how     |                              | How did Native Americans in    | essential       | Middle            |
| Culture     | Flashback                      | common geographic         | Cities faced many problems   | New England use the regions    | question to     | Atlantic          |
| The NE      | Author's Purpose               | tools are used to         | due to growth and created    | natural resources?             | turn into a     | Region            |
| REGION      | Explain Historical             | organize and interpret    | ways to solve these          |                                | Type 1, 2, or   |                   |
| REGION      | Events                         | information about         | problems.                    | How did the colonists          | 3 writing.      | Harcourt-DSV      |
|             | Cause and Effect               | people, places, and       |                              | colonize New England?          |                 | (Domain           |
|             | Interpret Visuals              | environment.              | Natural resources were       |                                | Other           | Specific          |
|             | Theme                          |                           | used to create products the  | What are the natural           | suggestions:    | Vocabulary)       |
|             | Analyze/Evaluate Understanding | 7.1.4.B. Describe and     | colonists needed.            | resources of New England?      |                 | Cards             |
|             | Characters                     | locate places and         |                              |                                | Type 2          |                   |
|             | Infer/Predict                  | regions as defined by     | People rely upon the         | What shaped New England's      | writing:        | A River Ran       |
|             | Fact and Opinion               | physical and human        | resources available to them. | landform?                      | Write 3 or      | Wild              |
|             | Domain-Specific                | features.                 |                              |                                | more            | (TB 94-97)        |
|             | Vocabulary                     |                           | Geography studies the        | How did New England's          | sentences       |                   |
|             | Conclusions and                | 7.2.4.B. Identify the     | relationship between         | economy change from            | about the       | Daily             |
|             | Generalizations                | basic physical processes  | people, places, and          | colonial days to today?        | story of the    | Geography         |
|             |                                | that affect the physical  | environments by showing      |                                | Pilgrims        | Maps and          |
|             |                                | characteristics of places | information about them in a  | What are some of the           | coming to       | Questions         |
|             |                                | and regions.              | spatial context.             | important industries in New    | the New         | _                 |
|             |                                |                           |                              | England of today and           | world on the    | Novel:            |
|             |                                | 7.3.4.A. Identify the     | Information on different     | yesterday?                     | Mayflower.      | Sarah Plain       |
|             |                                | human characteristics     | types of maps is useful in   |                                |                 | and Tall:         |
|             |                                | of places and regions     | helping us know more         | Why were the Mid-Atlantic      | Type 3          | Patricia          |
|             |                                | using the following       | about the people who live    | Colonies called "The Bread     | Writing:        | MacLaughlin       |
|             |                                | criteria: population,     | there.                       | Basket" colonies?              | Journal         | *or hold for Mid- |
|             |                                | culture, settlement,      |                              |                                | Entry as a      | West States.      |
|             |                                | economic activities, and  | Culture is the way people    | Why did many Mid-Atlantic      | Pilgrim         |                   |
|             |                                | political activities.     | live.                        | towns grow into larger cities? | sailing to the  |                   |
|             |                                | 8.1.4. A. Identify and    | m1 1 1                       | ***                            | New World.      |                   |
|             |                                | describe how geography    | There can be cultures        | What are the natural           | TB page 105     | Novel:            |
|             |                                | and climate have          | within cultures.             | resources of the Mid-Atlantic  |                 | George            |

|  | influenced continuity and change over time. | Regional differences in culture can be traced to the origins of our nation. | Region? | Type 1: List the 13 original colonies.  REQUIRED ASSESSMENT Northeast Regions | Washington Socks: Elvira Woodruff BrainPOP GoogleEarth Examine Primary Sources TB pages 148-14 |
|--|---|---|---------|---|--|
|--|---|---|---------|---|--|

| 2nd Nine Weeks Pennsylvania |                |                         |                            |                           |             |                |
|-----------------------------|----------------|-------------------------|----------------------------|---------------------------|-------------|----------------|
| 2 <sup>nd</sup> 9 Weeks     | ELA Connection | 5.1.4. D. Interpret Key | Pennsylvania developed its | How are all citizens of   | Performance | All of the     |
|                             |                | ideas about government  | own identity based on      | Pennsylvania equal before | Task        | following have |

| Systems      | Skills and Strategies       | found in significant      | resources, agriculture,     | the law?                     | *Culminating            | been scanned                        |
|--------------|-----------------------------|---------------------------|-----------------------------|------------------------------|-------------------------|-------------------------------------|
| Cooperation  | omino ana otrategies        | documents:                | climate, industry, and      | the law.                     | activity to be          | and can be found                    |
| Location     | Story Structure             |                           | physical features.          | Why do we need state         | done at the             | on the z drive:                     |
| Culture      | Science Fiction Genre       | 1 011110 / 1 / 1111111    | physical leatures.          | 5                            | end of PA               |                                     |
| Guiture      | Summarize                   | Constitution              | NI - tl                     | government?                  | unit.                   | "Historic                           |
| PENNSYLVANIA | Point of View               | 544 B 11                  | Natural resources were      | ** 1 1 1 1                   | *All materials          | Pennsylvania-An                     |
|              | Flashback                   | 5.1.4. F. Identify state  | used to create products the | How do geography tools help  | can be found            | Illustrated                         |
|              | Sequence of Events          | symbols, national         | people of Pennsylvania      | me understand people,        | on the z drive.         | History" by Jared                   |
|              | Main Idea and Details       | symbols, and national     | needed.                     | places, and environments in  |                         | Frederick                           |
|              | Author's Purpose            | holidays.                 |                             | PA?                          | *Suggested              |                                     |
|              | Explain Historical          |                           | People rely upon the        |                              | <b>Collins</b>          |                                     |
|              | Events                      | 6.1.4.D Explain what      | resources available to      | What is the location of      | Writing:                | "Santa is coming                    |
|              | Cause and Effect            | influences the choices    | them.                       | Pennsylvania?                | J                       | to Pennsylvania"                    |
|              | Interpret Visuals           | people make.              |                             |                              | Look at                 | by Steve                            |
|              | Theme                       |                           | Textual evidence, material  |                              | essential               | Smallman                            |
|              | Analyze/Evaluate            |                           | artifacts, the environment, | Why is Pennsylvania known    | question to             | "C · · ·                            |
|              | Understanding<br>Characters | 7.1.4.A. Describe how     | and historic sites are      | as the Keystone state?       | turn into a             | "Santa is coming                    |
|              | Infer/Predict               | common geographic         | central to understanding    |                              | Type 1, 2, or           | to Pittsburgh" by<br>Steve Smallman |
|              | Fact and Opinion            | tools are used to         | the history of              | What are the main landforms  | 3 writing.              | Steve Silialilliali                 |
|              | Domain-Specific             | organize and interpret    | Pennsylvania.               | and waterways in             | 5 Willing.              | "Santa is coming                    |
|              | Vocabulary                  | information about         | 1 011110 9 1 1 11111111     | Pennsylvania?                | Other                   | to My House" by                     |
|              | Conclusions and             | people, places, and       | Information on different    | 1 chinoyivamai               |                         | Steve Smallman                      |
|              | Generalizations             | environment.              | types of maps is useful in  | What types of natural        | suggestions:            |                                     |
|              | Text and Graphic            | chivironiment.            | helping us know more        | resources are found in PA,   |                         |                                     |
|              | Features                    | 7.1.4.B. Describe and     | about the people who live   | where are they found and     | m 4                     | "Journey Across                     |
|              | <b>Problem and Solution</b> |                           | there.                      | how are they used?           | Type 1<br>writing: List | the                                 |
|              |                             | locate places and         | tilere.                     | now are they used:           | 5 cities                | Commonwealth"                       |
|              |                             | regions as defined by     |                             | 77 1                         | located in              | Pennsylvania                        |
|              |                             | physical and human        | Each region developed its   | How does conserving natural  | Pennsylvania.           | Coloring Pages                      |
|              |                             | features.                 | own identity based on       | resources benefit the people | i ciiiioyivaiiia.       |                                     |
|              |                             |                           | resources, agriculture,     | of PA?                       | Link to                 | "Pennsylvania: A                    |
|              |                             | 7.2.4.B. Identify the     | climate, industry, and      |                              | Writing: TB             | Tour of the                         |
|              |                             | basic physical processes  | physical features.          | How does location effect the | page 25 Write           | Commonwealth"                       |
|              |                             | that affect the physical  |                             | growth of a city?            | a Poem to               | Sent by PA Dept.                    |
|              |                             | characteristics of places | Culture is the way people   |                              | celebrate               | of Ed. and House of                 |
|              |                             | and regions.              | live.                       | What is the state capital of | Pennsylvania.           | Representatives                     |
|              |                             |                           |                             | PA?                          |                         | Representatives                     |
|              |                             | 7.3.4.A. Identify the     | There can be cultures       |                              | Type 2                  |                                     |

| human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.  8.1.4. A. Identify and describe how geography and climate have influenced continuity and change over time.  7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.  8.1.4. A. Identify and describe how geography and climate have influenced continuity and change over time  8.2.4. A. Differentiate common characteristics of social, political, cultural, and economic groups from PA. |  | How did agriculture effect the settlement of PA?  How do landforms, climate, weather and resources impact where and how people choose to live and work in PA? | Writing: Identify major geographical features and one city from each Pennsylvania region. (One region at a time.)  Type 3 Writing: Write an informational paper about the 4 Native American groups that once lived in PA. Include way of life for each using domain specific vocabulary. *Could later be used for informational writing prompt.  Type 2 Writing: How did Pennsylvania get its name? (TB page 128) | "Rainbow Crow" A Lenape Tale retold by Nancy Van Laan. Forseman pages (PA TB 112-113) |
|---|--|---|---|---|
|---|--|---|---|---|

|                     |  |   |  |  | REQUIRED<br>ASSESSMENTS<br>Pennsylvania                   |  |
|---------------------|--|---|--|--|---|--|
|                     |  | 3rd ni  | ne Weeks THE SOUTH REG   | ION  |   |  |
| 3rd 9 Weeks         | ELA Connection   | 6.1.4.D. Explain what   | Each region developed its  | What are some physical   | *Suggested  | Harcourt States                                    |
| Systems Cooperation | Skills and Strategies  | influences the choices people make.   | own identity based on resources, agriculture, climate, industry, and               | features of the Atlantic<br>Coast and Appalachian<br>region?                         | Collins<br>Writing:                                       | and Regions<br>Chapter 5-7                         |
| Location<br>Culture | Story Structure<br>Summarize<br>Point of View                                | 7.1.4.A. Describe how common geographic tools used to organize              | physical features.   | How did people use rivers?   | Look at essential   | Harcourt-DSV<br>(Domain<br>Specific                |
| THE SOUTH<br>REGION | Flashback<br>Sequence of Events<br>Main Idea and Details<br>Author's Purpose | and interpret information about people, places, and                         | Various transportation systems improved travel and trade in each region.           | What are some products made from the natural   | question to<br>turn into a<br>Type 1, 2, or<br>3 writing. | Vocabulary) Cards                                  |
|                     | Explain Historical Events Cause and Effect Interpret Visuals Theme           | environment.  7.1.4.B. Describe and locate places and regions as defined by | Cities faced many problems due to growth and created ways to solve these problems. | resources of the Atlantic<br>Coast and Appalachian<br>region?  Why did many Atlantic | Other suggestions:  | Daily<br>Geography<br>Maps and<br>Questions        |
|                     | Analyze/Evaluate Understanding Characters Infer/Predict                      | physical and human<br>features.   | Natural resources were used to create products the                                 | Coast and Appalachian region towns grow into larger cities?                          | Type 3<br>writing:<br>How did the                         | BrainPOP   |
|                     | Fact and Opinion Domain-Specific Vocabulary Conclusions and                  | 7.2.4.B. Identify the basic physical processes that affect the physical     | people needed.  People rely upon the   | What allowed farmers to grow specialized crops and                                   | geography<br>of the<br>Atlantic                           | Poem: Stillness<br>by: Frank Asch<br>(TB 166-167)  |
|                     | Generalizations Text and Graphic Features                                    | characteristics of places and regions.                                      | resources available to them. Geography studies the                                 | cash crops in the southeast and gulf states?   | coast and<br>Appalachian<br>region affect                 | GoogleEarth<br>Picture Book:                       |
|                     | Problem and Solution   | 7.3.4.A. Identify the human characteristics of places and regions           | relationship between people, places, and environments by showing                   | How are many of the agricultural products from this region used today?               | how it was first settled?                                 | Follow the<br>Drinking Gourd<br><b>by</b> Jeanette |

| using the follocriteria: popul culture, settler economic active political activity.  8.1.4. A. Ident describe how and climate has influenced core and change over the control of the contr | spatial context.  spatial context.  Information on different types of maps is useful in helping us know more about the people who live there.  spatial context.  Information on different types of maps is useful in helping us know more about the people who live there.  Each region developed its | What effect do ports have on the Southeast and gulf states?  What are landforms of the south Central states?  What natural resources come from the south central region? | Type 1 writing: Using page 181 list 5 resources found in the Atlantic Coast region.  Type 2 writing: Why were slaves used to work on plantations in the south?  REQUIRED ASSESSMENT The South Region | Read Aloud: Pink and Say by Patrica Polacco  Scholastic Interactive Board http://teacher. scholastic.com/ activities/bhist ory/undergrou nd_railroad/pla ntation.htm |
|--|---|--|--|--|
|--|---|--|--|--|

| 4 <sup>th</sup> Nine Weeks Mid-West and Western Regions |                       |                        |                                 |                                |               |                 |
|---|-----------------------|------------------------|---------------------------------|--------------------------------|---------------|-----------------|
| 4th nine weeks  | <b>ELA Connection</b> | 6.1.4.D Explain what   | Each region developed its own   | How did the government         | Performance   | Harcourt States |
|   |                       | influences the choices | identity based on resources,    | organize the settlement of the | TaskState     | and Regions     |
| Systems   | Skills and Strategies | people make.           | agriculture, climate, industry, | northwest territory?           | PowerPoint    | Chapters 8-12   |
| Cooperation   |                       |                        | and physical features.          |                                | presentation* |                 |

| Location | Story Structure             | 6.2.4. E Explain why local                  |  | How does the location affect     | Culminating         | Harcourt-DSV        |
|----------|-----------------------------|---|--|----------------------------------|---------------------|---------------------|
| Culture  | Science Fiction Genre       | businesses open and close.                  | Various transportation                                 | the agriculture in the Great     | activity to be      | (Domain             |
|          | Summarize                   |   | systems improved travel and                            | Lake States?                     | done after          | Specific            |
| THE WEST | Point of View               | 7.1.4.A. Describe how                       | trade in each region.                                  |                                  | Pacific States      | Vocabulary)         |
|          | Flashback                   | common geographic                           |  | How has water transportation     | Unit.               | Cards               |
|          | Sequence of Events          | organize and interpret                      | Cities faced many problems                             | affected the Great Lake region?  | Research can        | Garas               |
|          | Main Idea and Details       | information about people,                   | due to growth and created                              |                                  | be done in          |                     |
|          | Author's Purpose            | places, and environment.                    | ways to solve these problems.                          | How were rivers part of our      | conjunction         | Daily Geography     |
|          | Explain Historical          |   |  | westward migration?              | with the            | Maps and            |
|          | Events                      | 7.1.4.B. Describe and                       | Natural resources were used                            |                                  | Librarian's         | Questions           |
|          | Cause and Effect            | locate places and regions                   | to create products the people                          | Why did people of the plains     | state research      | Questions           |
|          | Interpret Visuals           | as defined by physical and                  | needed.  | have to be self-sufficient?      | report and          | BrainPOP            |
|          | Theme                       | human features.                             | P 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1                | TT 1 1: 1                        | PowerPoint          |                     |
|          | Analyze/Evaluate            | 724811 .:6 .1 1 :                           | Each region developed its own                          | How does climate and             | slides will we      |                     |
|          | Understanding<br>Characters | 7.2.4.B. Identify the basic                 | identity based on resources,                           | landforms affect the             | developed in        | Story: Pioneer      |
|          | Infer/Predict               | physical processes that affect the physical | agriculture, climate, industry, and physical features. | agriculture in the Great Plains? | conjunction<br>with | Girl: Growing up    |
|          | Fact and Opinion            | characteristics of places                   | and physical leatures.                                 | What effects did the railroads   | technology.         | on the Prairie by:  |
|          | Domain-Specific             | and regions.                                | Natural resources were used                            | have on the industries of the    | technology.         | Andrae Warren       |
|          | Vocabulary                  | and regions.                                | to create products people                              | Great Plains states?             | *Suggested          | (TB 262-265)        |
|          | Conclusions and             | 7.3.4.A. Identify the human                 | needed.  | dicat i lams states:             | Collins             |                     |
|          | Generalizations             | characteristics of places                   | necaca.  | How do the Rock Mt. divide the   | Writing:            | Grand Canyon:       |
|          | Text and Graphic            | and regions using the                       | Information on different types                         | continent?                       | <u></u>             | Exploring the       |
|          | Features                    | following criteria:                         | of maps is useful in helping us                        | What resources were mined in     | Look at             | World of Wonder     |
|          | Problem and Solution        | population, culture,                        | know more about the people                             | the mountain states?             | essential           | (TB 334-339)        |
|          |                             | settlement, economic                        | who live there.  |                                  | question to         | NT 1                |
|          |                             | activities, and political                   |  | How do people change the         | turn into a         | Novel<br>Mr. Tucket |
|          |                             | activities.                                 | Each region developed its own                          | desert to provide water for      | Type 1, 2, or 3     | By Gary Paulsen     |
|          |                             |   | identity based on resources,                           | their needs?                     | writing.            | by Gary Faulsen     |
|          |                             | 8.1.4. A. Identify and                      | agriculture, climate, industry,                        |                                  |                     | GoogleEarth         |
|          |                             | describe how geography                      | and physical features.                                 | Why is water conservation so     | Other               | doogleDarth         |
|          |                             | and climate have                            | Culture is the way people live.                        | important in the South west      | suggestions:        |                     |
|          |                             | influenced continuity and                   |  | desert states?                   |                     |                     |
|          |                             | change over time.                           | There can be cultures within                           |                                  | Type 1              |                     |
|          |                             |   | cultures.  | How did the discovery of gold    | writing: List       |                     |
|          |                             |   | D : 1 1/66   | effect the development of the    | the 6 states        |                     |
|          |                             |   | Regional differences in culture                        | Pacific states?                  | that made up        |                     |
|          |                             |   | can be traced to the origins of                        | Handidaha Tu                     | the                 |                     |
|          |                             | 1   | our nation.  | How did the Transcontinental     | Northwest           |                     |

|  |  | railroad effect travel to the | Territory.     |  |
|--|--|-------------------------------|----------------|--|
|  |  | Pacific region?               |                |  |
|  |  |                               | Type 2         |  |
|  |  | What landforms shape the      | Writing: Give  |  |
|  |  | Pacific Coast?                | 2 similarities |  |
|  |  |                               | and 2          |  |
|  |  | What natural resources come   | differences    |  |
|  |  | from the Pacific States?      | between the    |  |
|  |  |                               | Great Lakes    |  |
|  |  |                               | States and the |  |
|  |  |                               | Plain States.  |  |
|  |  |                               | Flain States.  |  |
|  |  |                               | Tyme 1         |  |
|  |  |                               | Type 1         |  |
|  |  |                               | writing: Why   |  |
|  |  |                               | are many       |  |
|  |  |                               | large cities   |  |
|  |  |                               | found near     |  |
|  |  |                               | the Great      |  |
|  |  |                               | Lakes?         |  |
|  |  |                               |                |  |
|  |  |                               | Type 2         |  |
|  |  |                               | writing: Why   |  |
|  |  |                               | was (is) the   |  |
|  |  |                               | Mississippi    |  |
|  |  |                               | River such an  |  |
|  |  |                               | important      |  |
|  |  |                               | waterway?      |  |
|  |  |                               |                |  |
|  |  |                               | Type 1         |  |
|  |  |                               | writing:       |  |
|  |  |                               | Define         |  |
|  |  |                               | "Continental   |  |
|  |  |                               | Divide."       |  |
|  |  |                               | Divide.        |  |
|  |  |                               | Type 3         |  |
|  |  |                               |                |  |
|  |  |                               | writing:       |  |
|  |  |                               | Compare the    |  |
|  |  |                               | differences    |  |
|  |  |                               | between        |  |

|  |  | living in the Desert States and living in the Pacific States. |  |
|--|--|---|--|
|  |  | REQUIRED<br>ASSESSMENTS<br>Western<br>States                  |  |