

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Fourth Grade Social Studies

April 2021

BOE Approved August 2021

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Social Studies

### Grade Four

In Grade 4 students engage in the study of United States Geography as it relates to the regional, cultural, economic, and political development of the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore regions of the United States supported by the disciplines of history, civics, and economics.

#### Pacing Guide:

##### Trimester 1:

Unit One: Five Themes of Geography

##### Trimesters 2 and 3:

Unit Two: Regions of the United States

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>● Explain the impact of each of the five themes of geography.</li> <li>● Analyze towns/states/countries through the lens of the five themes of geography.</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>ECO 4.1 Identify positive and negative incentives that influence the decisions people make.</p> <p>GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Locations can be described as absolute or relative.</li> <li>● Places are impacted by physical and human characteristics.</li> <li>● Humans have a significant impact on the environment.</li> <li>● Towns, cities, states, regions, and countries are linked to each other.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How does where we live affect how we live?</li> <li>● Why and how do places change over time?</li> <li>● What is the impact of the 5 themes of geography on your life?</li> <li>● How do humans affect their environment?</li> </ul>

locations of places and regions and their environmental characteristics.		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Five themes of geography (location, place, movement, human environment interaction, region)</li> <li>• Geography themes impact the world in different ways.</li> <li>• Different places are intertwined and connected.</li> <li>• Humans impact their environment.</li> <li>• Maps, satellite images, photographs and other representations can further our understanding of geography.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Naming the five themes of geography</li> <li>• Identifying the major components of each theme</li> <li>• Explaining each theme and how it can be exhibited.</li> <li>• Examining how places are connected to each other.</li> <li>• Analyzing how humans impact their environment.</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
M	Further information:  Checklist/Rubric:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M, A	<ul style="list-style-type: none"> <li>• Clear and focused claim and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• <i>the reasons people migrate to new areas</i></li> <li>• <i>the importance of planning for an extensive journey</i></li> <li>• <i>the effects that actions of one population have on other populations</i></li> </ul>
M	<ul style="list-style-type: none"> <li>• Historical accuracy thorough understanding of Content/topics and concepts</li> </ul>	<p><i>Goal: Create a postcard from a place you have been (or want to go). Consider:</i></p> <ul style="list-style-type: none"> <li>• <i>How are the 5 themes of geography demonstrated in this place?</i></li> <li>• <i>How can I use illustrations and words to show the 5 themes of geography?</i></li> </ul>
T	<ul style="list-style-type: none"> <li>• Interpretation &amp; application of sources</li> </ul>	
A, M	<ul style="list-style-type: none"> <li>• Citation of evidence to support claim</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Organization &amp; mechanics</li> </ul>	<p><i>Role: Postcard writer</i></p> <p><i>Audience: Family and friends</i></p> <p><i>Situation: You are creating a postcard. You must include an illustration on the front and a written portion on the back. Your postcard must describe a place you've been (or want to go). It must include all 5 themes of geography and explain how they are represented.</i></p> <p><i>Product: Postcard</i></p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Short answer questions</li> <li>• In-class discussion about key issues</li> <li>• In-class short projects</li> <li>• Entrance/Exit slips</li> <li>• Student self-reflection/ self-assessment</li> </ul>
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Code	Pre-Assessment	
A, M A, M A, T	Options: <ul style="list-style-type: none"> <li>• KWL chart</li> <li>• Draw a map of where you are (talk through including your town, state, country, etc.)</li> <li>• In groups of 3-4 students will be given the following terms and be asked to create a mental web. Each connection must have a complete sentence explaining the connection. Geography, Location, Place, Human-Environment Interaction, Region, Movement</li> </ul>	
A A, M M, T A, M, T M, T M, T A, M, T A, M, T A, M A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> <li>• Students will identify the five themes of geography.</li> <li>• Students will explain what each theme includes.</li> <li>• Students will investigate how different themes are evident in different places.</li> <li>• Students will create a map of an assigned country, showing absolute location (latitude and longitude) as well as relative location (bordering countries, landmarks, capital city, etc.).</li> <li>• Students will reconstruct their map to include more details about the place (physical features-landforms and climate; human features-population, language, religion, etc.)</li> <li>• Students will analyze different locations for their human/environment interaction asking "How have people changed this place?"</li> <li>• Students will choose one location to "redesign" as if it had more or less human interaction.</li> <li>• Students will jigsaw with a focus on types of movement (transportation [air, water, land], imports/exports, immigration, etc.).</li> <li>• Students will present their jigsaw findings and complete a self-reflection of their work.</li> <li>• Students will define different types of regions</li> </ul>	Progress Monitoring <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions</li> <li>• Student conferencing</li> <li>• Students discussion based on key questions</li> <li>• Interactive notebook checks with rubrics</li> <li>• Research and inquiry activities</li> <li>• Self-reflections (ie:entrance/exit slips, peer assessments, self assessments)</li> <li>• Speaking and listening rubrics</li> <li>• Participation rubrics</li> </ul>

A, M	<p>(school/town, time zone, neighborhood, cultural, map).</p> <ul style="list-style-type: none"> <li>• Students will select one region they are a part of and summarize its characteristics.</li> </ul> <p>W</p> <ul style="list-style-type: none"> <li>• Students will study the 5 themes of geography to better understand the world they live in.</li> <li>• Learning about each theme will allow students to compare and contrast the lives of people who live in different places.</li> </ul> <p>H</p> <ul style="list-style-type: none"> <li>• Challenge students to draw their town, state, country, etc.</li> <li>• Allow student choice for country map activities.</li> </ul> <p>E</p> <ul style="list-style-type: none"> <li>• Review each other's work on projects/presentations.</li> <li>• Compare themes in one place compared to another.</li> </ul> <p>R</p> <ul style="list-style-type: none"> <li>• Conduct research on countries and places.</li> <li>• Rethink their country map to add more about location.</li> <li>• Reflect on learning throughout the unit.</li> </ul> <p>E</p> <ul style="list-style-type: none"> <li>• Complete a self-evaluation on their project.</li> <li>• Describe their personal impact on one (or more) of the 5 themes of geography.</li> <li>• Explain how this learning relates to the future.</li> </ul> <p>T</p> <ul style="list-style-type: none"> <li>• Tailor projects to be independent or small-group.</li> <li>• Allow students to choose the format/presentation of their jigsaw project.</li> </ul> <p>O</p> <ul style="list-style-type: none"> <li>• Move from the facts and basic skills to more advanced concepts.</li> <li>• Use the ongoing cycle of model, practice, feedback, adjustment.</li> </ul>	
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## End of First Unit

UbD Template 2.0    **Unit 2: Regions of the United States**

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Understand the physical landforms and bodies of water in various American regions.</li> <li>Explain how where you live impacts how you live.</li> <li>Describe factors that contribute to different ways of life in each region.</li> <li>Analyze how the 5 themes of geography are presented in each region.</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>HIST 4.2 Explain probable causes and effects of events and developments.</p> <p>GEO 4.3 Explain how the cultural and environmental characteristics of places change over time.</p> <p>GEO 4.4</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>There are various bodies of water and physical landforms throughout the regions of the United States.</li> <li>Where people live affects how they live.</li> <li>Over time, places change.</li> <li>Each region is impacted differently by the 5 themes of geography.</li> <li>Geographic elements and the natural, human, and capital resources available within a region impact daily</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does where we live affect how we live?</li> <li>How is a region shaped by its historical events?</li> <li>Why and how do places change over time?</li> <li>How do the use of regional resources affect the development of a region?</li> <li>How does the geography and climate of a region impact its culture and people?</li> <li>What factors contribute to different (or</li> </ul>

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Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	life and culture.	similar) ways of life in each region? • Why do people move from one region to another?
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• <i>Natural resources of a region impact the population and economy.</i></li> <li>• <i>Regions were developed at different times for various reasons.</i></li> <li>• <i>Common natural disasters in a region and their effects on the region</i></li> <li>• <i>Humans have interacted with and changed the environment in each region</i></li> <li>• <i>People move from one region to another for different reasons</i></li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Identifying the regions of the United States</li> <li>• Naming the states included in each region</li> <li>• Explaining reasons why regions were settled and developed</li> <li>• Comparing and contrasting the physical characteristics of each region</li> <li>• Analyzing the natural resources in a region</li> <li>• Discussing a region's climate and its influence on the region and people's lives</li> <li>• Describing how a region's natural resources impact its population and economy</li> <li>• Examining natural disasters in a region and their effects on the region</li> <li>• Determining how humans have interacted with and changed the environments within a region</li> <li>• Summarizing why people may move from one region to another</li> <li>• <i>Comparing-and-Contrasting the physical characteristics within and between regions</i></li> </ul>

Code	Evaluative Criteria	Assessment Evidence
	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M	Checklist/Rubric:	<ul style="list-style-type: none"> <li>the reasons (political, economic, and religious) colonists settled in certain areas</li> </ul>
M, A	<ul style="list-style-type: none"> <li>Clear and focused claim and purpose</li> </ul>	<ul style="list-style-type: none"> <li>the geography of a place can affect its development</li> </ul>
M	<ul style="list-style-type: none"> <li>Historical accuracy thorough understanding of Content/topics and concepts</li> </ul>	<ul style="list-style-type: none"> <li>the effects that actions of one population have on other populations</li> <li>the defining characteristics of a group of colonies (New England, Middle, or Southern)</li> </ul>
T	<ul style="list-style-type: none"> <li>Interpretation &amp; application of sources</li> </ul>	Goal: Create a travel ad for a chosen region. Consider:
A, M	<ul style="list-style-type: none"> <li>Citation of evidence to support claim</li> </ul>	<ul style="list-style-type: none"> <li>What are the main features of your region? <ul style="list-style-type: none"> <li>Physical Characteristics?</li> <li>Natural Resources?</li> <li>Tourist Attractions?</li> </ul> </li> </ul>
A	<ul style="list-style-type: none"> <li>Organization &amp; mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Why should people want to travel to your region?</li> <li>What is special about your region?</li> </ul>
		Role: Ad executive at a travel agency
		Audience: Vacationers
		Situation: You are creating an ad to encourage people to travel and vacation in your region. You must CONVINCE them that your region is the best for vacation.
		Product: Travel Ad (format may be slides presentations, pamphlet, poster, video, etc-student choice with proposal subject to teacher approval)

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Short answer questions</li> <li>• In-class discussion about key issues</li> <li>• In-class short projects</li> <li>• Entrance/Exit slips</li> <li>• Student self-reflection/ self-assessment</li> </ul>
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Code	<b>Pre-Assessment</b>	
	<u>Options:</u>	
A	<ul style="list-style-type: none"> <li>• KWL chart</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Give students puzzle piece cut-outs of the main regions of the United States. Have them place the pieces together to make the United States. Then, students can practice naming the states in each region.</li> </ul>	
A, T	<ul style="list-style-type: none"> <li>• In groups of 3-4 students will be given the following terms and will be asked to create a mental web of their prior knowledge: Region, Northeast, Mid-Atlantic, Southeast, Midwest, Northwest, Southwest, West</li> </ul>	
A	<ul style="list-style-type: none"> <li>• Pretest for fundamental geography knowledge of states and regions</li> </ul>	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A	<ul style="list-style-type: none"> <li>• Students will identify the regions of the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions</li> </ul>
A, M	<ul style="list-style-type: none"> <li>• Students will organize the 50 states into the correct regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student conferencing</li> </ul>
A, M	<ul style="list-style-type: none"> <li>• Students will research when and why regions were settled.</li> </ul>	<ul style="list-style-type: none"> <li>• Students discussion based on key questions</li> </ul>
M	<ul style="list-style-type: none"> <li>• Students will determine why some regions began developing before others.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive notebook checks with rubrics</li> </ul>
A	<ul style="list-style-type: none"> <li>• Students will state physical characteristics and landforms.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and inquiry activities</li> </ul>
A, M	<ul style="list-style-type: none"> <li>• Students will compare and contrast the physical characteristics of each region</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflections (ie:entrance/exit slips, peer assessments, self assessments)</li> </ul>
M	<ul style="list-style-type: none"> <li>• Students will analyze the natural resources available in each region.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and listening rubrics</li> </ul>
A, M, T	<ul style="list-style-type: none"> <li>• Students will evaluate how the natural resources of an area impacted its development, population, and economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rubrics</li> </ul>
A, M	<ul style="list-style-type: none"> <li>• Students will determine the climate of various regions and explain how the climate affected the region and its people.</li> </ul>	
A, M	<ul style="list-style-type: none"> <li>• Students will investigate natural disasters and their prevalence in specific regions.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Students will assess how regions and their</li> </ul>	

M, T	environments have been impacted by human interactions.	
M, T	<ul style="list-style-type: none"> <li>Students will explain why people may move from one region to another.</li> </ul>	
A, M, T	<ul style="list-style-type: none"> <li>Students will jigsaw with a focus on one specific region. Each group of students will investigate and analyze the major characteristics of their region.</li> </ul>	
A, M	<ul style="list-style-type: none"> <li>Students will present their jigsaw findings and complete a self-reflection of their work.</li> </ul> <p>Further information:</p> <p>W</p> <ul style="list-style-type: none"> <li>Students will study regions to better understand the United States.</li> <li>Studying regions will help students better understand how they (and other people) have been affected by where they live.</li> <li>Learning about regions will help students understand how all people are different.</li> </ul> <p>H</p> <ul style="list-style-type: none"> <li>Students put together a region puzzle of the United States to start the unit.</li> <li>Have students work in groups at the start of the unit to create a mental web of all their collective background and prior knowledge.</li> <li>Allow students to share their personal experiences visiting other regions.</li> </ul> <p>E</p> <ul style="list-style-type: none"> <li>Review each other's work on region jigsaw.</li> <li>Read about the regions of the United States with a purpose of better understanding how they began and developed.</li> <li>Review their own work with self-reflection.</li> </ul> <p>R</p> <ul style="list-style-type: none"> <li>Consider early settlements in regions through different perspectives based on work, trades, and economics.</li> </ul>	



	<p>E</p> <ul style="list-style-type: none"> <li>• Reflect on learning throughout the unit.</li> <li>• Complete a self-evaluation on their final project.</li> <li>• Explain how this learning relates to the future.</li> </ul> <p>T</p> <ul style="list-style-type: none"> <li>• Tailor projects to be independent or small-group.</li> <li>• Allow students to choose the format/presentation of their projects/research throughout the unit.</li> </ul> <p>O</p> <ul style="list-style-type: none"> <li>• Move from the facts and basic skills to more advanced concepts.</li> <li>• Use the ongoing cycle of model, practice, feedback, adjustment.</li> </ul>	
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