

**Unit 1: Living in the United States**  
**Grade 4**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the U.S. as a land of varied regions, climates, landforms, and resources. Recognize that the U.S. was settled by people from all over the world, and that the economy provides us with an opportunity to earn a living.</li> <li>Identify the five major regions of the U.S.; and the major landforms of each.</li> <li>Describe how goods and services were traded by barter; and how businesses make a profit; and the difference between supply and demand.</li> <li>Describe how advances in technology changed the way people lived and worked.</li> <li>Explain the difference between weather and climate; describe the three factors that affect climate; and describe the climate of each region of the U.S.</li> <li>Identify the purpose of and information in an INSET MAP.</li> <li>Identify renewable, nonrenewable, and human resources; and how they shape the industries that grow in an area.</li> <li>Explain what might have drawn the first Americans to North America; and why many decided to move westward in the 1800's.</li> <li>Explain how regions are economically interdependent; and how world trade and globalization are possible.</li> <li>Analyze information by summarizing *Reading Skill</li> </ul>	<p>Chapter 1 The Regions of the U.S.</p> <ul style="list-style-type: none"> <li>(1-1) Regions and Landforms pp. 10-15</li> <li>(1-2) Climate pp. 18-23</li> <li>(1-3) Regional Resources pp. 26-31</li> </ul> <p>Chapter 2 (Special Note)</p> <ul style="list-style-type: none"> <li>Can be omitted completely or combine Lesson 2-1 with 3-1</li> </ul> <p>Chapter 3 Earning and Learning</p> <ul style="list-style-type: none"> <li>(3-1) The Land of Plenty pp. 66-71</li> <li>(3-2) Trade Then and Now pp. 72-79</li> <li>(3-3) Transportation and Communication pp. 80-85</li> </ul>	<p><b>Compass Learning</b></p> <p>Grade 4-Reading Maps for Information      Economics-Wants and Needs      -Role of Money</p> <p>Grade 3-Rural, Suburban, Urban Region      -Development and Change      -Resources</p> <p>Grade 3-Economics      -Interdependence      -Imports/Exports</p> <p><b>Literature Library:</b></p> <p><b>United Streaming</b></p> <p><b>Workbook Pages</b>  <b>Vocabulary Workbook Pages</b>  <b>Every Student Learns Teacher's Guide p.</b>  <b>Social Studies Plus! p. 2-28</b></p> <p><b>Quick Study (book) p.</b>  <b>Read Aloud and Primary Sources p.</b></p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**Lesson Reviews,** Reviews, PE/TE pp. 15, 23, 31, 44, 52, 59, 71, 79, 85

**Chapter Reviews,** PE/TE pp. 34–35, 62–63, 88–89

**Chapter Tests,** Assessment Book, pp. 1–12

**Unit Review,** PE/TE pp. 92–93

**Unit Tests,** Assessment Book, pp. 13–16

**ExamView® Test Bank CD-ROM**

**Informal Assessment**

**Teacher’s Edition Questions,** throughout Lessons and Features

**Section Reviews,** PE/TE pp. 11, 13, 15, 19–21, 23, 27–31, 39–44, 47–48, 51–52, 57, 59, 67, 69, 71, 73–74, 76–79, 81–82, 85

**Portfolio Assessment** PE pp. 7, 15, 17, 23, 25, 31, 33, 44–45, 52–53, 55, 59, 61, 71, 79, 85, 87, 91

**Portfolio Assessment,** TE pp. 1, 2, 93

**Leveled Practice,** TE pp. 12, 19, 31, 40, 48, 58, 67, 73, 82, 86

**Workbook Pages,** pp. 1–20

**Chapter Review: Write About It,** PE/TE pp. 35, 63, 89/p>

**Performance Assessment**

**Unit Review: Apply Skills,** PE/TE p. 93

**Curriculum Connection: Writing,** PE/TE pp. 31, 44, 71; TE pp. 20, 45, 47, 60, 74, 79, 85, 91

**Hands-on Unit Project** (Unit 1 Performance Assessment), TE pp. 1, 35, 63, 89, 94

**Internet Activity,** PE p. 94

**Chapter 1 Performance Assessment,** TE p. 34

**Chapter 2 Performance Assessment,** TE p. 62

**Chapter 3 Performance Assessment,** TE p. 88

**Unit Review: Write and Share,** PE/TE p. 93

**Scoring Guides,** TE pp. 93–94

**History**

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Explain and analyze historical sources
- 8.1.3.C Explain the fundamentals of historical interpretation.
- 8.1.3.D Describe and explain historical research
- 8.3.3.A Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1815
- 8.3.3.C Explain how continuity and change has influenced United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.4.3.A Identify and explain how individuals and groups who have made significant political and cultural contributions to world history.

**Civics and Government**

- 5.1.3.A Explain the purpose of government
- 5.1.3.B Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
- 5.1.3.C Describe the principles and ideals shaping government
- 5.1.3.E Explain the basic principals and ideals within documents of United States Government
- 5.1.3.I Describe and compare the making of rules by direct democracy and by representative democracy.
- 5.1.3.J Describe how the government protects individual rights and promotes the common good.
- 5.1.3.L Explain the role of courts in resolving conflicts involving principles and ideals of government.
- 5.1.3.M Explain the basic principles and ideals found in famous speeches and writings.
- 5.2.3.A Compare rights and responsibilities of citizenship.
- 5.2.3.B Explain the relationship between rights and responsibilities.
- 5.2.3.C Explain ways citizens resolve conflicts in society and government.
- 5.2.3.D Describe the importance of political leadership and public service in the school, community, state and nation.
- 5.2.3.E Identify examples of the rights and responsibilities of citizenship.
- 5.2.3.G Explain the importance of participating in government and civic life.
- 5.3.3.A Compare the structure, organization and operation of local, state and national governments.
- 5.3.3.B Describe the responsibilities and powers of the three branches of government.
- 5.3.3.C Explain how government actions affect citizens’ daily lives.
- 5.3.3.D Describe how local, state and national governments implement their services.
- 5.3.3.E Identify major leaders of local, state and national governments, their primary duties and their political party affiliation. F. Describe the voting process.
- 5.3.3.G Describe how the government protects individual rights.
- 5.3.3.H Identify individual interests and how they impact government. I. Describe why and how government raises money to pay for its operations and services.
- 5.3.3.K Describe forms of government.

**Geography**

- 7.1.3.A Describe geographic tools and their uses.
- 7.1.3.B Describe and locate places and regions.
- 7.2.3.A Describe the physical characteristics of places and regions.
- 7.2.3.B Describe the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.A Describe the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Describe the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.E Describe the human characteristics of places and regions by their political activities.
- 7.4.3.A Describe the impacts of physical systems on people.

**Economics**

- 6.1.3.A Describe and identify the characteristics of traditional, command and market economic systems.
- 6.1.3.B Explain the three basic questions that all economic systems attempt to answer.
- 6.1.3.C Define measures of economic activity and relate them to the health of the economy.
- 6.1.3.D Explain the importance of expansion and contraction on individual businesses (e. g., gourmet food shops, auto repair shops, ski resorts).
- 6.2.3.A Describe market transactions in terms of goods, services, consumers and producers.
- 6.2.3.B Describe the cost and benefits of competition to customers in markets
- 6.2.3.C Identify and compare means of payment.
- 6.2.3.D Define economic institutions (e. g., banks, labor unions). E. Explain how the interaction of buyers and sellers determines prices and quantities exchanged.
- 6.2.3.E Explain how the interaction of buyers and sellers determines prices and quantities exchanged.
- 6.2.3.F Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.
- 6.2.3.G Explain how taxes affect the price of goods and services H. Describe the Pennsylvania and United States governments’ roles in monitoring economic activities.
- 6.2.3.L Explain what an exchange rate is
- 6.3.3.A Explain how scarcity influences choices and behaviors.
- 6.3.3.C Identify and define natural, human and capital resources.
- 6.3.3.D Explain the costs and benefits of an economic decision.
- 6.3.3.F Explain how negative and positive incentives affect choices people make.
- 6.4.3.A Explain the advantages and disadvantages of specialization and division of labor.
- 6.4.3.B Explain how specialization leads to more trade between people and nations.
- 6.4.3.C Identify and define imports, exports, inter- regional trade and international trade D. Explain how the locations of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.
- 6.4.3.E Explain how specialization and trade lead to interdependence.
- 6.4.3.F Explain how opportunity costs influence where goods and services are produced locally and regionally.
- 6.4.3.G Describe geographic patterns of economic activities in Pennsylvania.
- 6.5.3.D Explain how profits and losses serve as incentives.
- 6.5.3.E Describe how people accumulate tangible and financial assets through income, saving, and financial investment.
- 6.5.3.H Describe why there is a difference between interest rates for saving and borrowing

**Career Standards**

- 13.2.5.E Apply to daily activities, the essential workplace skills, such as, but not limited to: commitment, communication, dependability, health/safety, personal Initiative, scheduling/time management, team building, technical literacy, technology

Unit 1: Living in the United States  
Grade 4



Teacher Notes	Teacher Notes	Teacher Notes

**Unit 2: The Northeast**  
**Grade 4**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognize the Niagara Falls, Appalachian Mountains, and the Chesapeake Bay as three outstanding attractions of the Northeast.</li> <li>Identify Native American's, immigrants, and industrialists and reformers roles in shaping the Northeast.</li> <li>Identify the two Great Lakes between which Niagara Falls is located; and recognize Niagara's role in the production of hydropower and hydroelectricity.</li> <li>Identify the Mountain ranges in the Northeastern part of the Appalachian Mountains.</li> <li>Identify maple syrup, cranberries, and grapes as key resources of the Northeast; and explain the process of production for each.</li> <li>Explain why the Chesapeake Bay is important to the Northeast.</li> <li>Describe the culture of the Narragansett Indians.</li> <li>Analyze a vertical time line to acquire information.</li> <li>Recognize the reasons why immigrants came to the U.S.</li> <li>Describe key events that led from colonization to the founding of the U.S.</li> <li>Identify Northeastern cities that have served as capitals of the U.S.</li> <li>Analyze information by sequencing event *Reading Skill</li> <li>Describe why reformers fought to win voting rights for women</li> <li>Explain the abolitionist movement</li> <li>Explain how the locations of the Northeast's cities allowed them to develop where they did.</li> <li>Describe how Pittsburgh's industries have changed over the years like those of other Northeastern cities.</li> </ul>	<p>Chapter 4 Land and Water in the Northeast</p> <ul style="list-style-type: none"> <li>(4-1) The Beautiful Northeast pp. 104-109</li> <li>(4-2) Resources of the Northeast pp.112-115</li> <li>(4-3) The Plentiful Sea pp. 116-119</li> </ul> <p>Chapter 5 People of the Northeast</p> <ul style="list-style-type: none"> <li>(5-1) The Narragansett People pp. 126-129</li> <li>(5-2) The Land of New Beginnings pp. 130-133</li> <li>(5-3) Taking a Stand pp. 136-138</li> <li>(5-4) Cities Grow and Change pp.142-146</li> </ul>	<p><b>Compass Learning</b>          Grade 3– North American Colonization          -Reasons for Colonization          -Plymouth Colony</p> <p><b>Literature Library:</b></p> <p><b>United Streaming</b>          -Northeast Region; The Environment :Segment 4-Natural Resources          -Waterworks: Niagara Falls          -The Northeast: Natural Resources, Niagara Falls, Maple Syrup Production, Urban Centers</p> <p><b>Workbook Pages</b>  <b>Vocabulary Workbook Pages</b>  <b>Every Student Learns Teacher's Guide p.</b>  <b>Social Studies Plus! p. 30-50</b></p> <p><b>Quick Study (book) p.</b>  <b>Read Aloud and Primary Sources p.</b></p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**Lesson Reviews:** Student/Teacher Edition: pp.  
**Chapter Reviews:** Student/Teacher Edition: pp.  
**Chapter Tests:** Assessment Book pp.  
**Unit Review:** Student/Teacher Edition pp.  
**Unit Tests:** Assessment Book pp.  
**Exam View Test Bank CD-ROM**

**Informal Assessment**

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp.  
**Close and Assess:** Teacher Edition pp.

**Portfolio Assessment**

**Portfolio Assessment:** Teacher Edition pp.  
**Leveled Practice:** Teacher Edition pp.  
**Workbook Pages:** pp.  
**Chapter Review: Write About It:** Student/Teacher Edition pp.  
**Unit Review: Apply Skills:** Student/Teacher Edition p.  
**Curriculum Connection: Writing:** Student/Teacher Edition pp. Teacher Edition pp.

**Performance Assessment**

**Hands-on Unit Project:** Teacher Edition pp.  
**Internet Activity:** Student Edition p.  
**Chapter 4 Performance Assessment:** Teacher Edition p.  
**Chapter 5 Performance Assessment:** Teacher Edition p.  
**Unit Review: Write and Share:** Student/Teacher Edition p.  
**Scoring Guides:** Teacher Edition pp.

**History**

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Explain and analyze historical sources
- 8.1.3.C Explain the fundamentals of historical interpretation.
- 8.1.3.D Describe and explain historical research
- 8.3.3.A Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1815
- 8.3.3.B Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.
- 8.3.3.C Explain how continuity and change has influenced United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.3.3.D Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

**Civics and Government**

- 5.1.3.B Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world.
- 5.1.3.H Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.
- 5.1.3.I Describe and compare the making of rules by direct democracy and by representative democracy.
- 5.1.3.M Explain the basic principles and ideals found in famous speeches and writings.
- 5.2.3.A Compare rights and responsibilities of citizenship.
- 5.2.3.E Identify examples of the rights and responsibilities of citizenship.

**Geography**

- 7.1.3.A Describe geographic tools and their uses.
- 7.2.3.A Describe the physical characteristics of places and regions.
- 7.3.3.C Describe the human characteristics of places and regions by their settlement characteristics
- 7.4.3.A Describe the impacts of physical systems on people.
- 7.4.3.B Describe the impacts of people on physical.

**Economics**

- 6.4.3.B Explain how specialization leads to more trade between people and nations.
- 6.4.3.C Identify and define imports, exports, inter- regional trade and international trade
- 6.4.3.D Explain how the locations of resources, transportation and communication networks and technology have affected Pennsylvania economic patterns.

**Career Standards**

Does not apply



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**



**Unit 3: The Southeast**  
**Grade 4**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• The students will be able to examine the effects of the Cherokee Indians, exploration, agriculture, slavery, civil war and settlement on the southeast region.</li> <li>• Utilize an elevation map to examine the differences in elevation between the various landforms in the southeast.</li> <li>• Explain how barrier islands are formed and the function of lighthouses.</li> <li>• Analyze the effects of hurricanes on the southeast and explain how they form.</li> <li>• Identify the renewable and non-renewable resources of the southeast and explain what each is used for.</li> <li>• Evaluate the importance of protecting endangered species.</li> <li>• Examine the Cherokee culture and explain how it has changed since the arrival of the European settlers.</li> <li>• Identify the explorers of the Southeast and the early settlements that were created.</li> <li>• Name the important leaders from the Southeast and their contributions to the U.S. as a whole.</li> <li>• Evaluate the impact of agriculture in the Southeast.</li> <li>• Identify the causes of growth in the Southeastern cities.</li> <li>• Identify Atlanta, Georgia's connection to the first gold rush in the U.S. and explain its importance as a transportation center of today.</li> </ul>	<p>Chapter 6 The Land of the Southeast</p> <ul style="list-style-type: none"> <li>• (6-1) Coastal Plains to the Mountains pp. 166-169</li> <li>• (6-2) Sunlight &amp; Storms pp. 172-175</li> <li>• (6-3) Wildlife &amp; Resources pp. 178-183</li> </ul> <p>Chapter 7 The People &amp; Events that Shaped the Southeast</p> <ul style="list-style-type: none"> <li>• (7-1) The Cherokee pp. 188-192</li> <li>• (7-2) Early History of the Southeast pp. 194-199</li> <li>• (7-4) The Glittering Cities pp. 210-213</li> </ul>	<p><b>Compass Learning</b></p> <p><b>Literature Library:</b></p> <p><b>United Streaming</b></p> <ul style="list-style-type: none"> <li>-The Southeast Region of the United States, Part One: Coastal Features and Climate</li> <li>-National Parks: The Florida Everglades</li> <li>-Native Americans: The Cherokee Trail of Tears</li> <li>-Southeast Region: The People and Heritage</li> </ul> <p><b>Workbook Pages 43, 44-49, 50</b></p> <p><b>Every Student Learns Teacher's Guide p. 66-77, 78-93</b></p> <p><b>Social Studies Plus! p. 54-73</b></p> <p><b>Quick Study (book) p. 34-39, 40-47</b></p> <p><b>Read Aloud and Primary Sources p. 35-51</b></p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**Lesson Reviews:** Student/Teacher Edition: pp. 169, 175, 189, 192, 199, 206, 213  
**Chapter Reviews:** Student/Teacher Edition: pp. 184-185, 216-217  
**Chapter Tests:** Assessment Book pp. 29-36  
**Unit Review:** Student/Teacher Edition pp. 220-221  
**Unit Tests:** Assessment Book pp. 37-40  
**Exam View Test Bank CD-ROM**

**Informal Assessment**

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 167, 169, 173, 175, 179-180, 182-183, 189-192, 195-199, 230-206, 211-213  
**Close and Assess:** Teacher Edition pp. 163, 169, 171, 175, 177, 183, 192-193, 199, 201, 206-207, 209, 213, 215, 219

**Portfolio Assessment**

**Portfolio Assessment:** Teacher Edition pp. 157, 158, 221  
**Leveled Practice:** Teacher Edition pp. 167, 174, 181, 191, 195, 204, 208, 212  
**Workbook Pages:** pp. 37-51  
**Chapter Review: Write About It:** Student/Teacher Edition pp. 185, 217  
**Unit Review: Apply Skills:** Student/Teacher Edition p. 221  
**Curriculum Connection: Writing:** Student/Teacher Edition pp. 192, 206, 213 Teacher Edition pp. 169, 193, 197, 209

**Performance Assessment**

**Hands-on Unit Project:** Teacher Edition pp. 157, 185, 217, 220, 222  
**Internet Activity:** Student Edition p. 222  
**Chapter 6 Performance Assessment:** Teacher Edition p. 184  
**Chapter 7 Performance Assessment:** Teacher Edition p. 216  
**Unit Review: Write and Share:** Student/Teacher Edition p. 221  
**Scoring Guides:** Teacher Edition pp. 221-222

**History**

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Explain and analyze historical sources
- 8.1.3.C Explain the fundamentals of historical interpretation.
- 8.1.3.D Describe and explain historical research
- 8.3.3.A Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1815
- 8.3.3.C Explain how continuity and change has influenced United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.3.3.D Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

**Civics and Government**

- 5.1.3.C Describe the principles and ideals shaping government
- 5.1.3.E Explain the basic principals and ideals within documents of United States Government
- 5.1.3.M Explain the basic principles and ideals found in famous speeches and writings.
- 5.2.3.A Compare rights and responsibilities of citizenship.

**Geography**

- 7.1.3.A Describe geographic tools and their uses.
- 7.2.3.A Describe the physical characteristics of places and regions.
- 7.2.3.B Describe the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.C Describe the human characteristics of places and regions by their settlement characteristics.
- 7.4.3.B Describe the impacts of people on physical systems.

**Career Standards**

Does not apply



Unit 3: The Southeast  
Grade 4



Teacher Notes	Teacher Notes	Teacher Notes

**Unit 4: The Midwest  
 Grade 4**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognize the Midwest as the world’s leading farming region and the settlers came to this area in the 1800’s to farm the land.</li> <li>Locate the Great Lakes and linking waterways that connect the Midwest to the Gulf of Mexico and the Atlantic Ocean, and recognize that these rivers have led to the Midwest as a transportation hub of today, and that the fur trade that was established by European settlers along these same rivers.</li> <li>The Ojibwa Indians have contributed to the culture of the Midwest.</li> <li>Recognize that erosion has shaped the Badlands.</li> <li>Explain how the Great Lakes were formed and how they are utilized as shipping routes via linking waterways.</li> <li>Describe the Badlands of South Dakota and how this area has changed over time.</li> <li>Recognize the Midwest as the Central and Great Plains, identify the amount of rainfall in each area and it’s affect on the growth of crops and/or the use of irrigation.</li> <li>Identify the Midwest as an important agricultural region of the U.S. and list 10 crops grown in the region.</li> <li>Describe early Ojibwa culture and how it has changed since the mid-1600’s.</li> <li>Explain why the French came to the Midwest in the 1600’s and the result of the exploration of Louis Jolliet and Jacques Marquette along the rivers of the Midwest.</li> <li>Identify the importance of the fur trade and trading posts upon the development of the towns in the Midwest.</li> <li>Explain the difficulties that settlers faced in farming the land with reference to the Dust Bowl and the changes in farming methods that resulted from it.</li> <li>Describe how John Deere became an entrepreneur.</li> <li>Compare/contrast the homes that settlers built in the Midwest and describe the materials used in their construction.</li> <li>Describe Cahokia as an early trading center of the Midwest due to its location along the river systems.</li> <li>Identify and analyze the advantages and disadvantages of utilizing the various shipping systems in the Midwest (i.e. rivers, railroad, highways)</li> <li>Explain the goals of the Lewis and Clark expedition.</li> </ul>	<p>Chapter 8</p> <ul style="list-style-type: none"> <li>(8-1) A Route to the Sea pp. 232-237</li> <li>(8-2) The Badlands of South Dakota pp. 242-245</li> <li>(8-3) Bountiful Midwestern Farms pp. 246-249</li> </ul> <p>Chapter 9</p> <ul style="list-style-type: none"> <li>(9-1) The Ojibwa pp. 256-259</li> <li>(9-2) The Fur Trade pp. 264-266</li> <li>(9-3) Building Farms pp. 270-274</li> <li>(9-4) Hub of the Nation pp. 276-282</li> </ul>	<p><b>Compass Learning</b>          #513: Prairie, Plateau, Mesa</p> <p><b>Literature Library</b></p> <p><b>United Streaming</b>          -US Geography From Sea to Shining Sea: Midwest and Great Plains Region          -Feeding the United States          -Erosion in the Badlands          -Enviro-Tacklebox: Module 4 Forces in the Environment-Erosion on the Move</p> <p><b>Workbook Pages 53-57, 59-65</b></p> <p><b>Every Student Learns Teacher’s Guide p. 94-105, 106-121</b></p> <p><b>Social Studies Plus! p. 76-95</b>  <b>Quick Study (book) p. 48-53, 54-61</b></p> <p><b>Read Aloud and Primary Sources p. 52-68</b></p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**Lesson Reviews:** Student/Teacher Edition: pp. 237, 245, 249, 259, 266, 274, 282  
**Chapter Reviews:** Student/Teacher Edition: pp. 252-253, 284-285  
**Chapter Tests:** Assessment Book pp. 41-48  
**Unit Review:** Student/Teacher Edition pp. 288-289  
**Unit Tests:** Assessment Book pp. 49-52  
**Exam View Test Bank CD-ROM**

**Informal Assessment**

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 233, 235, 237, 243-245, 247-249, 257, 259, 265-266, 271-274, 277-278, 280-282  
**Close and Assess:** Teacher Edition pp. 229, 237, 239, 241, 245, 249, 251, 259, 261, 263, 266-267, 269, 274-275, 282-283, 287

**Portfolio Assessment**

**Portfolio Assessment:** Teacher Edition pp. 223, 224, 289  
**Leveled Practice:** Teacher Edition pp. 233, 240, 243, 247, 259, 263, 266, 272, 280  
**Workbook Pages:** pp. 52-67  
**Chapter Review: Write About It:** Student/Teacher Edition pp. 253, 285  
**Unit Review: Apply Skills:** Student/Teacher Edition p. 289  
**Curriculum Connection: Writing:** Student/Teacher Edition pp. 249, 266, 282 Teacher Edition pp. 235, 273

**Performance Assessment**

**Hands-on Unit Project:** Teacher Edition pp. 223, 253, 285, 288, 290  
**Internet Activity:** Student Edition p. 290  
**Chapter 8 Performance Assessment:** Teacher Edition p. 252  
**Chapter 9 Performance Assessment:** Teacher Edition p. 284  
**Unit Review: Write and Share:** Student/Teacher Edition p. 289  
**Scoring Guides:** Teacher Edition pp. 289-290

**History**

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
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- 8.3.3.D Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.

**Civics and Government**

- 5.1.3.M Explain the basic principles and ideals found in famous speeches and writings.
- 5.2.3.C Explain ways citizens resolve conflicts in society and government.
- 5.2.3.G Explain the importance of participating in government and civic life.

**Geography**

- 7.1.3.A Describe geographic tools and their uses.
- 7.1.3.B Describe and locate places and regions.
- 7.2.3.A Describe the physical characteristics of places and regions.
- 7.2.3.B Describe the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.A Describe the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Describe the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Describe the human characteristics of places and regions by their settlement characteristics.
- 7.4.3.A Describe the impacts of physical systems on people.
- 7.4.3.B Describe the impacts of people on physical systems.

**Economics**

- 6.1.3.B Explain the three basic questions that all economic systems attempt to answer.
- 6.1.3.C Define measures of economic activity and relate them to the health of the economy.
- 6.2.3.A Describe market transactions in terms of goods, services, consumers and producers.
- 6.4.3.B Explain how specialization leads to more trade between people and nations.
- 6.4.3.C Identify and define imports, exports, inter-regional trade and international trade.
- 6.4.3.D Explain how locations of resources, transportation and communication networks, and technology have affected Pennsylvania economic patterns.
- 6.4.3.E Explain how specialization and trade lead to interdependence.

**Career Standards**

- 13.4.5 A Identify the risks and rewards of entrepreneurship.
- 13.4.5.B Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.
- 13.4.5.C Discuss the steps entrepreneurs take to bring their services to market, such as, but not limited to:
  - Marketing
  - Production
  - Research and development
  - Selection of goods and services



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**

**Unit 5: The Southwest**  
**Grade 4**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the Grand Canyon as well as climate and industries of the Southwest.</li> <li>• Understand the influence of the Navajo and Spanish settlers on the region.</li> <li>• Examine historical cattle industry and desert living.</li> <li>• Describe formation and constant changing of the Grand Canyon through erosion.</li> <li>• Explain Grand Canyon’s significance as tourist area and national park.</li> <li>• Model how the Saguaro cactus has adapted to desert climate and supports desert animals.</li> <li>• Identify natural resources and technology of the Southwest.</li> <li>• Understand the contributions and culture of the Navajo in the Southwest.</li> <li>• Analyze the Spanish influence on the Southwest.</li> <li>• Explain the cattle ranching role in the economy and development of the Southwest.</li> <li>• Describe how both irrigation and air conditioning impact the economy of the Southwest.</li> </ul>	<p>Chapter 10 Land and resources of the Southwest</p> <ul style="list-style-type: none"> <li>• (10-1) A Land of Canyons pp. 300-304</li> <li>• (10-2) Climates in the Southwest pp. 312-313</li> <li>• (10-3) Oil and Technology pp. 314-317</li> </ul> <p>Chapter 11 The People of the Southwest</p> <ul style="list-style-type: none"> <li>• (11-1) The Navajo pp. 324-328</li> <li>• (11-2) Spanish Influence pp. 332-337</li> <li>• (11-3) Ranches and Drivers pp. 338-343</li> <li>• (11-4) Living in the Desert pp. 246-248</li> </ul>	<p><b>Compass Learning</b></p> <p><b>Literature Library</b></p> <p><b>United Streaming</b></p> <ul style="list-style-type: none"> <li>-Grand Canyon: The First Journey (John Wesley Powell)</li> <li>-What is a Desert?</li> <li>-The Southwest Region: People and Heritage</li> <li>-The Southwest Region: Environment</li> </ul> <p><b>Workbook Pages 69-73, 75-81</b></p> <p><b>Every Student Learns Teacher’s Guide p. 122-123, 134-149</b></p> <p><b>Social Studies Plus! p. 98-117</b></p> <p><b>Quick Study (book) p. 62-67, 68-75</b></p> <p><b>Read Aloud and Primary Sources p. 69-85</b></p>





**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**Lesson Reviews:** Student/Teacher Edition: pp. 304, 311, 317, 328, 337, 343, 348  
**Chapter Reviews:** Student/Teacher Edition: pp. 320-321, 352-353  
**Chapter Tests:** Assessment Book pp. 53-60  
**Unit Review:** Student/Teacher Edition pp. 356-357  
**Unit Tests:** Assessment Book pp. 61-64  
**Exam View Test Bank CD-ROM**

**Informal Assessment**

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 301, 303-304, 309, 311, 315, 317, 325, 327-328, 333, 335, 337, 339-341, 343, 347-348  
**Close and Assess:** Teacher Edition pp. 297, 304-305, 307, 311, 313, 317, 319, 328-329, 331, 337, 343, 345, 348-349, 351, 355

**Portfolio Assessment**

**Portfolio Assessment:** Teacher Edition pp. 291, 292, 357  
**Leveled Practice:** Teacher Edition pp. 301, 311, 316, 325, 334, 343, 347  
**Workbook Pages:** pp. 68-83  
**Chapter Review: Write About It:** Student/Teacher Edition pp. 321, 353  
**Unit Review: Apply Skills:** Student/Teacher Edition p. 357  
**Curriculum Connection: Writing:** Student/Teacher Edition pp. 311, 337, 343 Teacher Edition pp. 293, 340, 355

**Performance Assessment**

**Hands-on Unit Project:** Teacher Edition pp. 291, 321, 353, 358  
**Internet Activity:** Student Edition p. 358  
**Chapter 10 Performance Assessment:** Teacher Edition p. 320  
**Chapter 11 Performance Assessment:** Teacher Edition p. 352  
**Unit Review: Write and Share:** Student/Teacher Edition p. 357  
**Scoring Guides:** Teacher Edition pp. 357-358

**History**

8.1.3.A Understand chronological thinking and distinguish between past, present and future time.  
 8.1.3.B Explain and analyze historical sources  
 8.1.3.C Explain the fundamentals of historical interpretation.  
 8.2.3.B Identify and explain primary documents, material artifacts, and historic sites important in Pennsylvania history from Beginnings to 1824.  
 8.3.3.A Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1815  
 8.3.3.C Explain how continuity and change has influenced United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)  
 8.3.3.D Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.  
 8.4.3.A Identify and explain how individuals and groups who have made significant political and cultural contributions to world history.

**Civics and Government**

5.1.3.M Explain the basic principles and ideals found in famous speeches and writings.  
 5.2.3.A Compare rights and responsibilities of citizenship.  
 5.2.3.C Explain ways citizens resolve conflicts in society and government.

**Geography**

7.1.3.A Describe geographic tools and their uses.  
 7.1.3.B Describe and locate places and regions.  
 7.2.3.A Describe the physical characteristics of places and regions.  
 7.2.3.B Describe the basic physical processes that affect the physical characteristics of places and regions.  
 7.3.3.B Describe the human characteristics of places and regions by their cultural characteristics.  
 7.3.3.C Describe the human characteristics of places and regions by their settlement characteristics.  
 7.3.3.D Describe the human characteristics of places and regions by their economic activities.  
 7.4.6.1..A Describe the impacts of physical systems on people.

**Economics**

6.3.3.B Explain how limited resources and unlimited wants cause scarcity in society.

**Career Standards**

13.1.5.E Describe the factors that influence career choices, such as, but not limited to:

- Geographic location
- Job description
- Salaries/benefits
- Work schedule
- Working conditions

Unit 5: The Southwest  
Grade 4



Teacher Notes	Teacher Notes	Teacher Notes

**Unit 6: The West**  
**Grade 4**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the mountain ranges in the West and tell where they are located.</li> <li>Compare and contrast the different types of volcanoes and be able to tell how a volcano is different from a geyser.</li> <li>Explain how the rain shadow works and how it affects the amount of rainfall in the Cascade Range.</li> <li>Name the different climates of the West, Compare/Contrast the climates of Hawaii and California, and identify the states in the west that receive extreme weather.</li> <li>Identify resources of the west and how people benefit from them.</li> <li>Identify the agricultural products and the places of the west where agricultural products are grown.</li> <li>Locate areas of the west that have important fishing industries.</li> <li>Describe the culture of the Tlingit (both past and present).</li> <li>Explain why various groups explored the West.</li> <li>Describe the Gold Rush of 1848 and explain how it affected the west (boom town to ghost town)</li> <li>Compare/contrast the cities of Los Angeles &amp; Salt Lake City &amp; Seattle, and name the major industries found in each.</li> <li>Analyze how climate can affect tourism in selected western cities.</li> <li>Identify products that the U.S. exports to and imports from the Pacific Rim countries.</li> </ul>	<p>Chapter 12 The Land of the West</p> <ul style="list-style-type: none"> <li>(12-1) A Land of Mountains pp. 368-373</li> <li>(12-2) Climates in the West pp. 378-383</li> <li>(12-3) Resources of the West pp. 384-38</li> </ul> <p>Chapter 13 Living in the West</p> <ul style="list-style-type: none"> <li>(13-1) The Tlingit pp. 394-397</li> <li>(13-2) Exploration and Growth pp. 400-406</li> <li>(13-3) Business and Pleasure pp. 410-415</li> </ul>	<p><b>Compass Learning</b>          #469 Locating Major Mountain Ranges and Rivers</p> <p><b>Literature Library</b></p> <p><b>United Streaming</b>          -U.S. Geography: The West          -The Pacific Region of the United States: Mountains, Deserts, Valleys, and Agriculture          -Native Americans: People of the Northwest Coast</p> <p><b>Workbook Pages 85-89, 91-95</b></p> <p><b>Every Student Learns Teacher's Guide p. 150-161, 162-173</b></p> <p><b>Social Studies Plus! p. 120-139</b></p> <p><b>Quick Study (book) p. 76-81, 82-87</b></p> <p><b>Read Aloud and Primary Sources p. 86-102</b></p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**Lesson Reviews:** Student/Teacher Edition: pp. 373, 383, 388, 397, 406, 415  
**Chapter Reviews:** Student/Teacher Edition: pp. 390-391, 418-419  
**Chapter Tests:** Assessment Book pp. 65-72  
**Unit Review:** Student/Teacher Edition pp. 422-423  
**Unit Tests:** Assessment Book pp. 73-76  
**Exam View Test Bank CD-ROM**

**Informal Assessment**

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 369, 371, 373, 379, 381, 383, 385-386, 388, 395-397, 401, 402, 403-406, 411-412, 414-415  
**Close and Assess:** Teacher Edition pp. 365, 373, 375, 377, 383, 388-389, 397, 399, 406-407, 409, 415, 417, 421

**Portfolio Assessment**

**Portfolio Assessment:** Teacher Edition pp. 359, 360, 423  
**Leveled Practice:** Teacher Edition pp. 372, 377, 381, 386, 397, 402, 412  
**Workbook Pages:** pp. 84-97  
**Chapter Review: Write About It:** Student/Teacher Edition pp. 391, 419  
**Unit Review: Apply Skills:** Student/Teacher Edition p. 423  
**Curriculum Connection: Writing:** Student/Teacher Edition pp. 415 Teacher Edition pp. 388, 417

**Performance Assessment**

**Hands-on Unit Project:** Teacher Edition pp. 359, 391, 419, 422, 424  
**Internet Activity:** Student Edition p. 424  
**Chapter 12 Performance Assessment:** Teacher Edition p. 390  
**Chapter 13 Performance Assessment:** Teacher Edition p. 418  
**Unit Review: Write and Share:** Student/Teacher Edition p. 423  
**Scoring Guides:** Teacher Edition pp. 423-424

**History**

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Explain and analyze historical sources
- 8.1.3.C Explain the fundamentals of historical interpretation.
- 8.1.3.D Describe and explain historical research
- 8.3.3.A Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1815
- 8.3.3.C Explain how continuity and change has influenced United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.4.3.A Identify and explain how individuals and groups who have made significant political and cultural contributions to world history.
- 8.4.3.B Identify and explain important documents, material artifacts, and historic sites in world history.
- 8.4.3.M Explain the basic principles and ideals found in famous speeches and writings.

**Civics and Government**

- 5.2.3.A Compare rights and responsibilities of citizenship.
- 5.2.3.G Explain the importance of participating in government and civic life.
- 5.3.3.E Identify major leaders of local, state and national governments, their primary duties and their political party affiliation. F. Describe the voting process.
- 5.3.3.H Identify individual interests and how they impact government.

**Geography**

- 7.1.3.A Describe geographic tools and their uses.
- 7.1.3.B Describe and locate places and regions.
- 7.2.3.A Describe the physical characteristics of places and regions.
- 7.3.3.A Describe the human characteristics of places and regions by their population characteristics.
- 7.3.3.D Describe the human characteristics of places and regions by their economic activities.
- 7.4.6.2.A Describe the impacts of people on physical systems.

**Economics**

- 6.3.3.C Describe the human, natural, and capital resources used to produce a specific good or service.
- 6.4.3.C Identify and define imports, exports, inter- regional trade and international trade
- 6.5.3.F Identify entrepreneurs in Pennsylvania.

**Career Standards**

Does not apply



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**