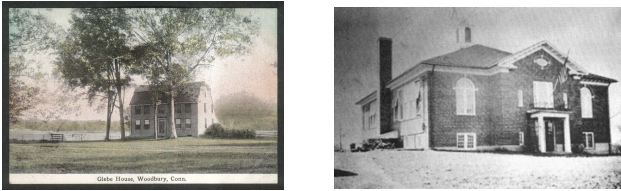
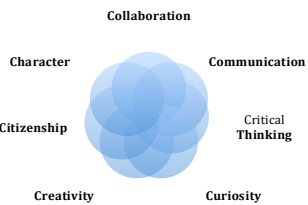


Content Area: Social Studies	Course: Grade 4 Social Studies	Grade Level: Fourth
	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> Indigenous People/Geography: A Regional Study 	<ul style="list-style-type: none"> 8-10 weeks 	
<ul style="list-style-type: none"> The Northeast Region 	<ul style="list-style-type: none"> 6-8 weeks 	
<ul style="list-style-type: none"> The United States and the Regions 	<ul style="list-style-type: none"> 8-10 weeks 	



Strands	Course Level Expectations
History	<ul style="list-style-type: none"> Analyze how a region is shaped by its historical events. Analyze ways that cultural practices of indigenous peoples were similar/different from surrounding regions. Explore the regional cultural practices of indigenous peoples, including ways of governing, geographic impact, and economic systems.
Civics	<ul style="list-style-type: none"> Examine how natural resources were important to the Northeast region. Evaluate the impact of immigration and migration on the Northeast region. Explore reasons for and results of development of large cities in the Northeast region. Examine laws and how they differ.
Economics	<ul style="list-style-type: none"> Explore reasons for and results of development of large cities in the Northeast region. Evaluate the beliefs, values and laws of indigenous people living within the various regions of the United States. Critique how the use of regional resources, geography, and climate affect the way the indigenous people lived.
Geography	<ul style="list-style-type: none"> Examine how natural resources were important to the Northeast region. Understand the physical landforms and bodies of water in various American regions.

This page left intentionally blank

Unit Title	Indigenous People/Geography: A Regional Study	Length of Unit	8-10 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does where people live affect how they live? • What characteristics make groups of people unique? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 3-5.1, INQ 3-5.4, INQ 3-5.5</p> <p>Evaluating Sources and Using Evidence INQ 3-5.6, INQ 3-5.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 3-5.10, INQ 3-5.11</p> <p>Applying Disciplinary Concepts and Tools ECO 4.2, ECO 4.3, HIST 4.1, HIST 4.3, GEO 4.1, GEO 4.3, GEO 4.4, GEO 4.5, GEO 4.7</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Indigenous Peoples of American Regions • Geography in the American Regions 		
Key Vocabulary	Indigenous, Topographical Maps, Culture, Government, Economic Systems, Regions of America, Resources		

Standards based on: *Connecticut Elementary and Secondary Social Studies Frameworks*

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	Indigenous People/Geography: A Regional Study	Length of Unit	8-10 weeks
-------------------	---	-----------------------	------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • a region is shaped by its historical events. • that the beliefs, values and laws differ amongst indigenous people living within the various regions of the United States • ways the use of regional resources, geography, and climate affected the way the indigenous people lived. 	<ul style="list-style-type: none"> • analyze and explain how a region is shaped by its historical events. • evaluate the beliefs, values and laws of indigenous people living within the various regions of the United States. • critique how the use of regional resources, geography, and climate affect the way the indigenous people lived. • explain how people move within and beyond a region • understand and explain how geography and natural resources affected where people settled • compare regions using different criteria

Assessments:	Performance Based Assessment
Teacher Resources:	Region 14 Databases (Scholastic, TrueFlix, Regions), Flipster (magazine subscriptions-curriculum content), e-Books: <i>Native Peoples of the Northeast</i> , <i>U.S. Geography through Infographics</i> , <i>Early American Tribes</i> , Regions , Native American Regions , More Native American Regions , Native American Housing Dependent on Geography , Smithsonian Art Museum , Skype Bethlehem and Woodbury Historical Societies

Unit Title	The Northeast Region	Length of Unit	6-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does where we live affect how we live? • How and why do places change over time? • Why do people move from one region to another? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 3-5.1, INQ 3-5.4, INQ 3-5.5</p> <p>Evaluating Sources and Using Evidence INQ 3-5.6, INQ 3-5.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 3-5.10, INQ 3-5.11, INQ 3-5.15</p> <p>Applying Disciplinary Concepts and Tools HIST 4.2, GEO4.1, GEO 4.2, GEO 4.3, GEO 4.4, GEO 4.5, GEO 4.6, GEO 4.7, CIV 4.1, ECO 4.2, ECO 4.3, ECO 4.4,</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Northeast Region and its history • Resources and Industries • How people live in the northeast 		
Key Vocabulary	Northeast region, immigration, migration, politics, economic opportunity, natural resources, industries		

Unit Title	The Northeast Region	Length of Unit	6-8 weeks
-------------------	----------------------	-----------------------	-----------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the history of the Northeast region helped to shape its culture. why a region’s historical identity is important. what impact northeast regional resources have on the economy. the economic opportunities exist for people living in the Northeast region. the major industries in the Northeast and CT that have contributed to its success. the availability of certain resources affects the way the Northeast region’s people live and interact with others. 	<ul style="list-style-type: none"> interpret how the history of the Northeast region helps to shape its culture. evaluate why a region’s historical identity is important. analyze the impact Northeast regional resources have on the economy. critically evaluate the economic opportunities that exist for people living in the Northeast region. identify the major industries in the Northeast and CT that have contributed to its success. draw a conclusion regarding the availability of certain resources and how it affects the way the Northeast region’s people live and interact with others.

Assessments:	<ul style="list-style-type: none"> Performance Based Assessment
Teacher Resources:	Giant Floor Map of United States Region 14 Databases, Various eBooks (Library resources) Town Libraries Region 14 Databases (Scholastic, TrueFlix, Regions),

Unit Title	The United States as a Region	Length of Unit	8-10 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does where we live affect how we live? • How does climate affect human beings and our decisions? • How is a region shaped by its historical events? 		
Standards	<p>Developing Questions and Planning Inquiry INQ 3-5.1, INQ 3-5.4, INQ 3-5.5</p> <p>Evaluating Sources and Using Evidence INQ 3-5.6, INQ 3-5.8, INQ 3-5.9</p> <p>Communicating Conclusions and Taking Informed Action INQ 3-5.10, INQ 3-5.11, INQ 3-5.15</p> <p>Applying Disciplinary Concepts and Tools HIST 4.2, HIST 4.3, CIV 4.1, ECO 4.2, ECO 4.3, GEO 4.1, GEO 4.2, GEO 4.3, GEO 4.4, GEO 4.5, GEO 4.6, GEO 4.7</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • The United States as a Region. • Regions: Mid Atlantic, Southeast, Midwest, Northwest, Southwest, West 		
Key Vocabulary	culture, region, geography, global, natural resources, industries, economic factors, united		

Unit Title	The United States as a Region	Length of Unit	8-10 weeks
-------------------	-------------------------------	-----------------------	------------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • that history of the United States regions helped to shape the American culture. • what elements bind the regions of the US together • The effect the United States regional resources have on the economy. • The economic factors that determine if a region (globally) is a good or bad place to live. • the availability of certain resources affects the way the United States region's people live and interact with others globally. • the role climate plays in people's lives 	<ul style="list-style-type: none"> • examine how the history of the United States regions helped to shape the American culture. • investigate what binds the regions of the US together. • evaluate the effect the United States regions have on the economy. • compare and contrast the economic factors that determine if a region (globally) is a good or bad place to live? • analyze the availability of certain resources and how it affects the way the United States region's people live and interact with others globally. • critically evaluate the role climate plays in people's lives.

Assessments:	<ul style="list-style-type: none"> • Research Project on Regions
Teacher Resources:	Various ebooks (Library resources) Town Libraries Region 14 Databases (Scholastic, TrueFlix, Regions),