Grade 4 Social Studies
United States Geography

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☑ ~~4~~ ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Grade 4		
Course Title:	Grade 4: United States Geography		
Prerequisite(s):	Enrollment in Grade 4		
Course Description: *Program of Studies*	In grade 4, students study the human-environment interaction and movement of people and ideas with a focus on United States geography, culture, and environment. Students investigate how people depend on and shape environments. They will learn the global continents and oceans, then the regions and states of the United States. Students will then explore the regions of North America through the lens of Native American indigenous peoples who inhabited different regions prior to colonization. They use disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communicating knowledge and ideas about United States geography.		
Course Essential Questions:	● Why is it important to study geography? ● How does where we live affect how we live, and why do people move? ● How does where people live affect how they live and have lived in the past?		
Course Enduring Understandings:	● Identifying political boundaries of the United States helps improve spatial awareness. ● There is a distinct relationship between natural resources and human settlement in the United States.		

	• Maps, photographs, and other representations show how the environmental characteristics of a region of the United States change over time. • Different types of maps help us to understand the political, cultural, and environmental characteristics of a region. • The use of state and regional maps helps to describe the cultural and environmental characteristics of different regions of the United States. • Environmental characteristics vary among regions of the United States and North America. • Most individuals and groups adapt to climate change based on the unique characteristics of their region. • Cultural and environmental characteristics of places change over time in the United States. • There are environmental and cultural characteristics that shape the movement of people, goods, and ideas in the United States regions. • Push and pull factors influence the development of cultural enclaves in the United States. • Different kinds of sources can be used to understand the settlement and resettlement of individuals and groups. • The cultural characteristics of communities in a particular place are sustained and evolve over time. • Various physical landforms and bodies of water constitute American regions. • Early interactions with colonists and indigenous peoples varied by context and place. • There are regional cultural practices of indigenous peoples, including ways of governing, geographic impact, and economic systems. • Cultural practices of indigenous peoples in Connecticut/Fairfield were similar to/different from they were in the surrounding regions. • There are ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time. • There are regional and cultural characteristics of each Northeastern Woodland Native American tribe of Connecticut, present and past.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A

Course Materials/Resources:	*Studies Weekly*
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☐ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☑ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1**: Location, Place, and Movement (~4-6 weeks) **Unit 2**: Understanding Regions (~4-6 weeks) **Unit 3:** Indigenous People (~4-6 weeks)

Unit Number and Title:	**Unit 1:** Location, Place, and Movement
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Cultural and environmental characteristics of regions change over time and shape the movement of people, goods, and ideas. In this unit, fourth graders will explore the concept of geography and how human settlement and movement relate to the availability of natural resources. They will learn the seven continents and five oceans. Students will evaluate how push and pull factors influence the movement of people and analyze different sources to evaluate the settlement and resettlement of individuals and groups. Ultimately, students will examine how cultural characteristics of communities in a particular place are sustained and evolve over time.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 4.Geo.5. a. Explain how cultural and environmental characteristics of places change over time in the United States (e.g., population diversity, deforestation, urban sprawl, industrialization, land use). 4.Geo.7. a. Explain the environmental and cultural characteristics that shape the movement of people, goods, and ideas in United States regions (e.g., waterways, trade routes, highways, digital infrastructure). 4.Geo.8. a. Explain how human settlement and movement relates to the availability of natural resources in a region (e.g., fisheries, mining, arable land, access to water for transportation). 4.Geo.6. a. Describe how economic, social, and political factors influence migration and population distribution throughout the United States (e.g., El Salvadorian, Guatemalan, Honduran, Haitian, Nigerian, Filipino, and Indian emigration). 4.Geo.3.a. Use state and regional maps to describe cultural and environmental characteristics of regions (e.g., state capitals, heritage sites, national monuments).

	4.His.9. a. Summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups (e.g., census records, diary entries, oral histories, monuments, secondary sources). 4.Geo.5. b. Explain how the cultural characteristics of communities in a particular place are sustained and evolve over time (e.g., The Castro, Taos Pueblo, South Side Neighborhood in Chicago). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 4.Inq.1. c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 4.Inq.3. a. Gather relevant information from multiple sources about an event or issue in a United States region. 4.Inq.3. b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources. DIMENSION 4: Communicating Conclusions and Taking Informed Action 4.Inq.4. c. Critique arguments and explanations.
Essential Question(s):	● How does where we live affect how we live? ● Why do people move?
Enduring Understanding(s):	● Different types of maps help us to understand the political, cultural, and environmental characteristics of a region. ● Cultural and environmental characteristics of places change over time in the United States. ● There are environmental and cultural characteristics that shape the movement of people, goods, and ideas in United States regions. ● Push and pull factors influence the development of cultural enclaves in the United States.

	● Different kinds of sources can be used to understand the settlement and resettlement of individuals and groups. ● The cultural characteristics of communities in a particular place are sustained and evolve over time.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● what geography is. ● types of maps. ○ cartographer ○ legend/key ○ physical maps ○ political maps ○ climate maps ○ historical maps ○ GIS technology ● the concept of location. ○ Relative location ○ Absolute location ○ Longitude ○ Latitude ○ Coordinates ○ Prime Meridian ○ Equator ○ Coordinate grid ● different physical characteristics of the world. ○ landforms ■ gulf ■ desert ■ mountain ■ plain

	○ bodies of water ■ ocean ■ river ■ gulf ○ natural resources ■ renewable resources ■ non-renewable resources ○ climate ○ weather ○ natural hazards ● the seven continents. ○ North America ○ South America ○ Africa ○ Europe ○ Asia ○ Australia ○ Antarctica ● the five oceans. ○ Arctic Ocean ○ Atlantic Ocean ○ Indian Ocean ○ Pacific Ocean ○ Southern Ocean ● how cultural and environmental characteristics of places change over time in the United States. ○ population diversity ○ deforestation ○ urban sprawl ○ industrialization ○ land use

	● the environmental and cultural characteristics that shape the movement of people, goods, and ideas in United States regions. ○ waterways ○ trade routes ○ highways ○ digital infrastructure ● how human settlement and movement relate to the availability of natural resources in a region. ○ census data ○ fisheries ○ mining ○ arable land ○ access to water for transportation ○ positive impacts on the environment ○ negative impacts on the environment ● the different factors influencing population distribution in the United States. ○ push factors ○ pull factors ○ migration ○ patterns of settlement ● how push and pull factors influence the development of cultural enclaves in the United States. ● how different kinds of primary sources can be used to understand the settlement and resettlement of individuals and groups. ○ census records ○ diary entries ○ oral histories ○ monuments ○ secondary sources ● the cultural characteristics of communities in a particular place are sustained and evolve over time. ○ cultural enclaves ○ languages

	○ arts ○ architecture ○ religion ○ celebrations ○ food Skills: (Students will be able to…) ● name and identify the seven continents and five oceans. ● explain how cultural and environmental characteristics of places changed over time in the United States. ● explain the environmental and cultural characteristics that shaped the movement of people, goods, and ideas in United States regions. ● explain how human settlement and movement relate to the availability of natural resources in a region by reading primary sources. ● describe how economic, social, and political factors influence migration and population distribution throughout the United States. ● explain how push and pull factors influence the development of cultural enclaves in the United States. ● summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups. ● explain how the cultural characteristics of communities in a particular place are sustained and evolve over time.

Unit Number and Title:	**Unit 2:** Understanding Regions
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	There are many factors that impact why people live in a particular area. In this unit, fourth graders will examine specific regions of the United States, investigate the unique characteristics of each region, and evaluate how characteristics impact the lives of the people who live there. Additionally, students will analyze the political boundaries of each region, the states of each region, examine how natural resources affect human settlement, and investigate how the environmental characteristics of a region change over time. Students will evaluate how cultural and environmental characteristics vary among regions and assess how catastrophic environmental and economic events cause migration.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 4.Geo.1. a. Demonstrate spatial awareness by creating maps to illustrate regions within or extending beyond the political boundaries of the United States (e.g., Grand Canyon, Great Lakes, Standing Rock Indian Reservation, Pacific Northwest). 4.Geo.2. a. Explain the relationship between natural resources and human settlement in the United States regions using maps, photographs, and other representations (e.g., Great Lakes, Connecticut River Valley, Mississippi River Delta, Pacific Northwest). 4.Geo.2. b. Use historical maps and other visual representations to explain how environmental characteristics of a United States region change over time (e.g., population centers, built environment, dams, national parks, ports, military bases). 4.Geo.3. a. Use state and regional maps to describe cultural and environmental characteristics of regions (e.g., state capitals, heritage sites, national monuments). 4.Geo.9. a. Analyze how catastrophic environmental and economic events have caused migration within and among various regions of the United States (e.g., hurricanes, land erosion, wildfire, unemployment, famine).

	4.Geo.10. a. Explain how and why environmental characteristics vary among regions in the United States and North America (e.g., coastal zone, forest, grassland, tundra, desert). 4.Geo.12. a. Explain how individuals and groups prepare for and respond to natural and human-made disasters (e.g., levees, building codes, erosion and settlement control, wildlife crossings). 4.Geo.12. b. Explain how individuals and groups adapt to climate change based on the unique characteristics of their region (e.g., longer growing seasons, water storage, conservation, Federal Emergency Management Agency). 3.Civ.4. a. Explain the significance of the sovereignty of Northeastern Woodland Native American tribes of Connecticut. *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 4.Inq.1. a. Explain why compelling questions about a United States region are important to others (e.g., peers, adults). 4.Inq.1. b. Explain how supporting questions help answer compelling questions in an inquiry about a United States region. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 4.Inq.3. a. Gather relevant information from multiple sources about an event or issue in a United States region. 4.Inq.3. c. Use evidence to develop claims in response to a compelling question by using evidence related to the geography of a United States region. DIMENSION 4: Communicating Conclusions and Taking Informed Action 4.Inq.4. a. Construct arguments using claims and evidence from multiple sources about a United States region. 4.Inq.4. b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Essential Question(s):	● Why is it important to study geography?
Enduring Understanding(s):	● Identifying political boundaries of the United States helps improve spatial awareness. ● There is a distinct relationship between natural resources and human settlement in the United States. ● Maps, photographs, and other representations show how the environmental characteristics of a region of the United States change over time. ● The use of state and regional maps helps to describe the cultural and environmental characteristics of different regions of the United States. ● Environmental characteristics vary among regions of the United States and North America. ● Most individuals and groups adapt to climate change based on the unique characteristics of their region.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the six natural regions of the United States. ○ Northwest Region ○ West Region ○ Southwest Region ○ Midwest Region ○ Southeast Region ○ Northeast Region ● states within each region. ● the relationship between natural resources and human settlement in the United States regions. ○ Great Lakes ○ Connecticut River Valley ○ Mississippi River Delta ○ Pacific Northwest ● how the environmental characteristics of a United States region change over time. ○ adaptation ○ population centers

	○ built environment ○ dams ○ national parks ○ ports ● the cultural and environmental characteristics of regions. ○ state capitals ○ heritage sites ○ national monuments ● environmental characteristics vary among regions in the United States and North America. ○ coastal zone ○ forest ○ grassland ○ tundra ○ desert ● individuals and groups prepare for and respond to natural and human-made disasters. ○ levees ○ building codes ○ erosion and settlement control ○ wildlife crossings ● individuals and groups adapt to climate change based on the unique characteristics of their region. ○ longer growing seasons ○ water storage ○ conservation ○ Federal Emergency Management Agency Skills: (Students will be able to…) ● name and identify the United States regions and states. ● read map keys, locating specific points using latitudinal/ longitudinal degrees. ● read and interpret physical, climate, and population maps.

	● identify the pros and cons of living in each of these regions, and how they affect the people within the regions. ● demonstrate spatial awareness by creating maps to illustrate regions within or extending beyond the political boundaries of the United States. ● explain the relationship between natural resources and human settlement in the United States regions. ● use historical maps and other visual representations to explain how the environmental characteristics of a United States region change over time. ● use state and regional maps to describe the cultural and environmental characteristics of regions. ● identify and analyze how catastrophic environmental and economic events have caused migration within and among various regions of the United States. ● identify direct and long-term effects of specific catastrophic environmental and economic events. ● explain how and why environmental characteristics vary among regions in the United States and North America. ● explain how individuals and groups respond to and adapt to climate change based on the unique characteristics of their region.

Unit Number and Title:	**Unit 3:** Indigenous People
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	In this unit, students will be learning about the vibrant societies that existed in the Americas prior to European contact. Each Indigenous tribe in North America adapted to the materials and resources around them. Students will learn about the sophisticated and complex Indigenous governments, communication, and culture that existed and continue to exist in Native American communities. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 5.His.14. a. Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence). 5.Geo.8. a. Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa). 5.Geo.4. a. Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (e.g., rice cultivation, open field system, companion planting). 4.Geo.11. a. Describe a global economic event or issue that led to change and migration in the United States region (e.g., climate change, colonization, energy access, food access, health, pollution, poverty, work). 4.Civ.6. a. Describe ways in which people throughout United States regions benefit from and are challenged by working through government and voluntary organizations to address issues related to the United States' founding ideals.

	3.Civ.6. b. Describe ways in which families and communities in early United States History were organized to promote mutual benefit and address challenges (e.g., gender roles and social organization of Indigenous, European, and Black communities). 3.His.2. a. Compare the regional and cultural characteristics of Northeastern Woodland Native American tribes of Connecticut, present and past (e.g., customs, locations of tribal territories, material culture, oral histories will enable students to better understand the roots of the land, where we came from and how Native American Tribes are thriving today.) *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 4.Inq.1. c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 4.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources. DIMENSION 4: Communicating Conclusions and Taking Informed Action 4.Inq.4. d. Present a summary of arguments and explanations with relevant information about a person, event, or issue in a United States region using print, oral, and digital technologies (e.g., reasoning, correct sequence, examples, data, details). 4.Inq.4. e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in a United States region. 4.Inq.4. f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.
Essential Question(s):	● How does where people live affect how they live and have lived in the past?
Enduring	● There are various physical landforms and bodies of water that constitute American regions.

Understanding(s):	● Early interactions with colonists and ~~i~~Indigenous peoples varied by context and place. ● There are regional cultural practices of ~~i~~Indigenous peoples, including ways of governing, geographic impact, and economic systems. ● Cultural practices of ~~i~~Indigenous peoples in Connecticut/Fairfield were similar to/different from how they were in the surrounding regions. ● There are ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time. ● There are regional and cultural characteristics of each Northeastern Woodland Native American tribe of Connecticut, present and past.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● various Native American peoples live throughout North America. ○ Cherokee ○ Navajo ○ Iroquois ● possible causes and effects of the migration of Indigenous peoples. ● customs and traditions of Indigenous peoples. ○ language ○ ceremonies and celebrations ○ storytelling and the arts ○ food ○ clothing ● that Indigenous tribes adapted to their environments using local materials and natural resources. ○ birchbark canoes ○ wood and bark wigwams ○ seal-skin clothing ○ tools ○ medicine ○ transportation ○ agriculture

	● that Indigenous societies have organized leadership and govern themselves. ○ confederacies ○ sachems ○ tribal councils ○ matrilineal societies ● the significance of the sovereignty of Northeastern Woodland Native American tribes of Connecticut. ○ Mohegan ○ Mashantucket Pequot ○ Eastern Pequot Schaghticoke ○ Golden Hill Paugussett ● that Native Americans recorded information through oral histories and petroglyphs (primary sources). ● that Archaeologists examine artifacts to draw conclusions about the past. ● that Native American communities continue to exist and contribute to American society today through cultural, political, and environmental leadership. ○ Wampanoags ○ Mashantucket Pequot ○ Mohegan **Skills**: (Students will be able to…) ● draw inferences about the environment of early peoples based on their shelter, food, and clothing. ● explain possible causes and effects of the migration of Indigenous peoples and the formation of Native Nations by using maps and primary source material such as archaeological evidence. ● compare/contrast the ways Indigenous people from different regions use their available resources. ● read and interpret folktales from different regions to identify cultural, geographic, and climate clues. ● explore the beliefs, values, and laws of indigenous peoples within different regions of the

	United States. ● examine and create maps of CT Tribes & Villages. ● analyze historic topographic maps to draw conclusions about Indigenous people.