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Created By: Social Studies Curriculum Team

**Social Studies
Curriculum Map
FOURTH GRADE**

Content Area: Social Studies

<p><u>Chapter 1:</u></p> <ul style="list-style-type: none"> ● Geography of the United States 	<p>September 12, 2025 - October 14, 2025 21 days</p>
<p><u>Chapter 2:</u></p> <ul style="list-style-type: none"> ● Americans and Their History 	<p>October 24, 2025 - November 18, 2025 19 days</p>
<p><u>Chapter 3:</u></p> <ul style="list-style-type: none"> ● Government in the United States 	<p>December 05, 2025 - December 23, 2025 15 days</p>
<p><u>Chapter 4:</u></p> <ul style="list-style-type: none"> ● The Nation’s Economy 	<p>January 17, 2026 - March 03, 2026 30 days</p>
<p><u>Chapter 5:</u></p> <ul style="list-style-type: none"> ● Regions: Northeast, Southeast 	<p>March 13, 2026 - April 28, 2026 27 days</p>
<p><u>Chapter 6:</u></p> <ul style="list-style-type: none"> ● Regions: Southwest, West, Midwest 	<p>May 08, 2026 - June 2, 2026</p>

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Introduction / Philosophy: Today’s elementary social studies classroom is a learning environment that allows students to engage with social studies content and understand multiple cultural, political, and ethical perspectives. Students are empowered to make informed decisions, communicate conclusions, and contribute to society.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Chapter 1: Geography of the United States

Duration: 21 Days

Standards / Learning Targets

Focus Standards - Major Standards

- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

Supporting & Additional Standards

- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Interdisciplinary Standards

Language Arts

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.
- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

Writing

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Computer Science & Design Thinking

Data & Analysis

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Algorithms & Programming

- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, & Key Skills

Civic Financial Responsibility

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Financial Psychology

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

Risk Management and Insurance

- 9.1.5.RMI.1: Identify risks that individuals and households face.

Career Awareness and Planning

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Social Emotional Learning Standards**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt
- quizzes

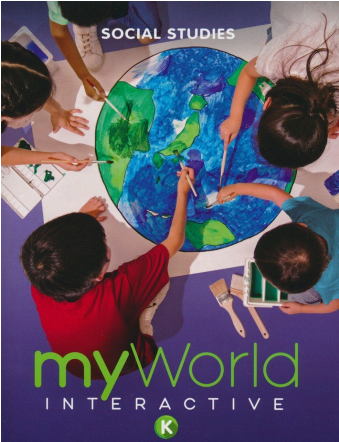
Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

- Conferencing individual/small group

<p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<ul style="list-style-type: none"> ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 1</p>	<p>Essential Questions Chapter 1</p>
<ul style="list-style-type: none"> ● Landforms and bodies of water ● Regions in the United States ● Boundaries and borders ● Weather and climate ● Water cycle ● Other climate factors ● Natural resources ● Using resources ● Regional industries ● Protecting resources ● People adapt to the environment ● People change the environment ● Saving resources with technology 	<ul style="list-style-type: none"> ● How does geography affect the way we live? ● Why does the United States have so many different landforms? ● Why do some people in a region live far apart? ● What is a boundary? ● How does weather affect your life? ● How do people use natural resources? ● What does adapt mean? ● Why do we need to save resources?
<p>Sequence of Topics Chapter 1</p>	<p>Teacher Notes Chapter 1</p>
<p>Land and Regions in the United States</p>	<p>I will know that the United States is divided into five regions, each with unique landforms.</p>
<p>Weather and Climate</p>	<p>I will know that weather and climate vary across the regions of the United States.</p>
<p>Regions and Resources</p>	<p>I will know that each region has natural resources that are used to</p>

	make products.
People and the Land	I will know that people adapt to and change their environment to meet their needs.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers workbooks</p>	

Suggested Options for Differentiation
<p><i>English Language Learners</i></p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Use graphic organizer web chart to incorporate synonyms • Analyze techniques for creating specific nouns from general nouns • Create adjective and adverb word wall in positive and negative columns • Discuss ways to change character description through word choice • Identify adjectives and adverbs in reading that create an image

- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should.....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily

- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 2: Americans and Their History

Duration: 19 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.● 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.● 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.● 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).● 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).● 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.● 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.● 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.● 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
Interdisciplinary Standards

Language Arts

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. I

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

Writing

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use

precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Computer Science & Design Thinking

Data & Analysis

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
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- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning**Formative Assessments**

- Turn and talk
- Answering on a Whiteboard
- Discussion circle
- Participation/observations

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio

<ul style="list-style-type: none"> ● Questioning ● Expressive language prompt ● quizzes <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<ul style="list-style-type: none"> ● rubrics <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 2</p>	<p>Essential Questions Chapter 2</p>
<ul style="list-style-type: none"> ● The first Americans ● Europeans explore ● European colonies ● The Columbian Exchange ● Government in the English Colonies ● The American Revolution ● A new Constitution ● Lewis and Clark ● New industries ● North vs. South ● Civil War ● Rebuilding the nation ● Changes for American Indians ● Diversity ● Depression and the New Deal ● Two world wars ● Teaching About the Holocaust ● Cold war conflicts 	<ul style="list-style-type: none"> ● How have we stayed the same or changed during our history? ● What does it mean to “settle” somewhere? ● Why did the colonies want to regain their right to self government? ● Why do you think we explored the west? ● How did inventions change the United States? ● What caused the Civil War? ● How did Americans' way of life change over time? ● What was the Holocaust? ● How did the Holocaust start? ● How did immigration affect the United States? ● What is a terrorist? ● Why do terrorists use violence?

<ul style="list-style-type: none"> • Technology takes off • The Civil Rights Era • terrorists 	
Sequence of Topics Chapter 2	Teacher Notes Chapter 2
America and Europe	I will know that when Europeans and Native Americans met, their cultures changed forever.
A New Nation	I will know that the United States grew out of the English colonies and became an independent nation.
Growth and Civil War	I will know that the growing nations had deep divisions that led to the Civil War.
The United States becomes a world power	I will know that the United States became one of the most powerful nations after the Civil War.
The United States since World War II	I will know that the United States faces continuity and change in the 21st century.
Activities / Resources	

Resources: See Teacher’s Edition for Chapter activities and resources
SAVVAS online resources link (MyWorld interactive)

Video

Audio

Interactivity

Games

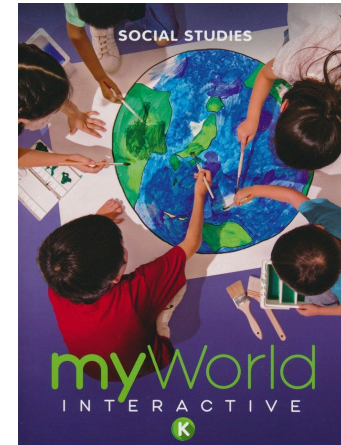
Assessment

eText

SAVVAS content readers

Workbooks

[A Guide to Teaching Elementary Students about the Holocaust](#)



Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, “Should.....?”

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scriber for students who can’t write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)

- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 3: Government in the United States

Duration: 15 Days
Standards / Learning Targets
Focus Standards - Major Standards
<ul style="list-style-type: none">● 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, people.● 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.● 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. Government.● 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national● 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.● 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.● 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.● 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
Supporting & Additional Standards
<ul style="list-style-type: none">● 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.● 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.● 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
Interdisciplinary Standards

Language Arts

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.

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Computer Science & Design Thinking

Data & Analysis

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Algorithms & Programming

- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, & Key Skills

Civic Financial Responsibility

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Financial Psychology

- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

Risk Management and Insurance

- 9.1.5.RMI.1: Identify risks that individuals and households face.

Career Awareness and Planning

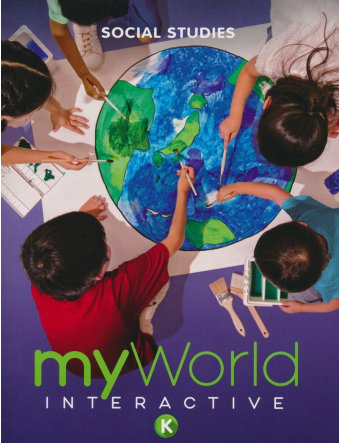
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Evidence of Student Learning	
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Enduring Understandings Chapter 3	Essential Questions Chapter 3
<ul style="list-style-type: none"> Republic, citizen, democracy Our founding principles Declaration of Independence The Constitution of the U.S. The Bill of Rights John Adams Three branches of government Checks and balances 	<ul style="list-style-type: none"> What is special about the American government? What is government? What are rights? Why do we have checks and balances? What does it mean to have control? What does it mean to be a citizen? Why is voting important?

<ul style="list-style-type: none"> ● State and local government ● Citizens and their rights ● National pride 	
Sequence of Topics Chapter 3	Teacher Notes Chapter 3
Principles of our government	I will know the principles upon which our government is based.
How our government works	I will know the responsibilities of the three branches of the United States government.
Our rights and responsibilities	I will know how citizens in a democracy have both rights and responsibilities.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive)</p> <p>Video Audio Interactivity Games Assessment eText SAVVAS content readers workbooks</p>	

Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

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- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
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- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides

- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
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 - pattern sentences (speaking and/or writing)
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 - Semantic maps ([Example](#))

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- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning

- Modified assignments
- Study guides

Chapter 4: The Nation’s Economy

Duration: 30 Days

Standards / Learning Targets

Focus Standards - Major Standards

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Supporting & Additional Standards

- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.
- 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- 6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society.

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Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

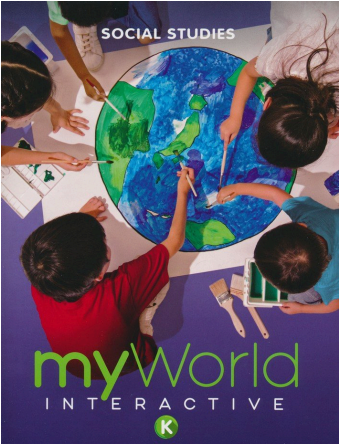
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Alternate Assessments

<ul style="list-style-type: none"> ● Turn and talk ● Answering on a Whiteboard ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt ● quizzes <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<ul style="list-style-type: none"> ● Role play ● Discussion circle ● Turn and talk ● Portfolio ● rubrics <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 4</p>	<p>Essential Questions Chapter 4</p>
<ul style="list-style-type: none"> ● Needs, wants, choices ● Types of economies ● Parts of the economy ● Government and the economy ● Trade and money ● Prices and inflation ● Businesses and markets ● Entrepreneurs ● Supply and demand ● The economy and you ● Things we want ● Making choices ● Incentives ● Making a living ● Banking and saving 	<ul style="list-style-type: none"> ● How does the economy meet our needs and wants? ● What sectors of the economy affect you? ● What is the main purpose of the economy? ● What are the risks and rewards of opening a business? ● What questions would you ask yourself if you wanted to open a business? ● How have you taken part in the economy? ● Why can't everyone have everything they want? ● Why should people save money? ● Why do you think goods come from so many different places? ● How do you use division of labor at home?

<ul style="list-style-type: none"> ● Trade then and now ● New technologies ● Globalization (benefits and costs) 	
Sequence of Topics Chapter 4	Teacher Notes Chapter 4
What is the Economy?	I will know that economies exist to satisfy people’s needs and wants.
Trade and Markets	I will understand that businesses supply goods and services to match demand.
People and the Economy	I will understand that both individuals and families make economic decisions.
A Global Economy	I will understand how global trade affects my life.
Activities / Resources	
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- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

- Scribe for students who can't write
- Chunking of information
- Study guides
- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

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- Brain Breaks
- Scaffolded questioning
- Modified assignments
- Study guides

Chapter 5: Regions: Northeast and Southeast

Duration: 27 Days

Standards / Learning Targets

Focus Standards - Major Standards

- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Supporting & Additional Standards

- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

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- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
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- 9.1.5.RMI.1: Identify risks that individuals and households face.

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- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. • 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

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- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

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- Identify the consequences associated with one's actions in order to make constructive choices
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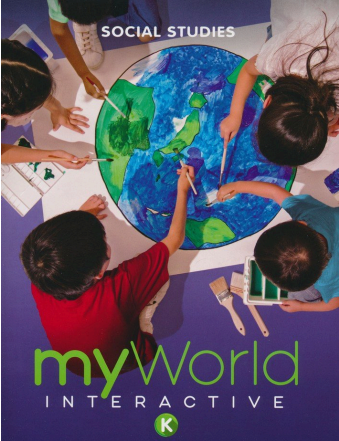
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- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Turn and talk ● Answering on a Whiteboard ● Discussion circle ● Participation/observations ● Questioning ● Expressive language prompt ● quizzes <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Chapter assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Chapter project based learning 	<p><u>Alternate Assessments</u></p> <ul style="list-style-type: none"> ● Role play ● Discussion circle ● Turn and talk ● Portfolio ● rubrics <p><u>Performance Tasks/Use of Technology:</u></p> <ul style="list-style-type: none"> ● Conferencing individual/small group ● Open-ended questions ● Graphic organizers ● Cooperative group ● Learning/Response logs ● Think-pair-share ● Observations
<p>Enduring Understandings Chapter 5</p>	<p>Essential Questions Chapter 5</p>
<ul style="list-style-type: none"> ● The atlantic coast ● The Appalachian Range ● Lakes and Rivers ● Forest resources ● Water resources ● Agriculture in the Northeast ● Visitors to the Northeast ● Natvie Americans ● Colonies ● New government ● Abolitionists ● Women’s rights ● Immigrants and their contributions ● Inventions 	<ul style="list-style-type: none"> ● How does where we live affect who we are? ● What is special about the Northeast? ● How do people use resources from the Northeast? ● Why do tourists visit the Northeast? ● Why do you think Maryland and Delaware were the last states in the Northeast to pass antislavery laws? ● How have immigrants contributed to the growth of the United States? ● How did child labor laws improve life? ● How are resources from the Southwest used? ● How do people enjoy the Southeast coast? ● In what ways are the people in the Southeast affected by the resources? ● In what ways can you share culture?

<ul style="list-style-type: none"> ● Movements for reform ● Growth of cities ● City sights and landmarks ● Effects of industry ● Two coasts ● Kentucky Bluegrass ● Animals and birds of the Southeast ● Trees, plants and flowers ● Hurricanes, floods and being prepared ● Great region for farming ● Energy resources ● Tourism ● American Indians ● English colonies ● Slavery and the Civil War ● Music and cultural traditions ● Fast growing cities 	
Sequence of Topics Chapter 5	Teacher Notes Chapter 5
The land of the Northeast	I will know that the Northeast has mountains, a long coast, and large lakes and rivers.
Resources in the Northeast	I will know that the Northeast is rich in natural resources and makes many products.
Birthplace of the Nation	I will know that many of the events that led to the formation of the United States took place in the Northeast.
Growth and change in the Northeast	I will know that immigrants and growing industries brought change to the Northeast.
The Northeast today	I will know that cities in the Northeast are centers of commerce and

	culture.
Land and water of the Southeast	I will know that the Southeast’s geography is varied, from the Appalachian Mountains, to the Gulf and Atlantic coasts.
Climate of the Southeast	I will know that the Southeast’s location gives the region a warm climate and varied weather.
A land of Many Resources	I will know that the Southeast is rich in natural resources.
Settling the Southeast	I will know that the Southeast has a history of crisis and rebuilding.
Southern Life	I will know that the Southeast is home to cultural traditions that have influenced the nation and the world.
Activities / Resources	
<p>Resources: See Teacher’s Edition for Chapter activities and resources SAVVAS online resources link (MyWorld interactive) Video Audio Interactivity Games Assessment eText SAVVAS content readers</p>	

Suggested Options for Differentiation

English Language Learners

Strategies may include:

- Use graphic organizer web chart to incorporate synonyms
- Analyze techniques for creating specific nouns from general nouns
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character description through word choice
- Identify adjectives and adverbs in reading that create an image
- Allow extra time to draw upon background knowledge-identify previous readings with similar character descriptions
- Use visuals-expand vocabulary with descriptions of visuals, match up positive and negative adjectives/adverbs, synonyms
- Discuss general questions leading to common themes in reading
- Use pair work for students to choose recurring themes with visual prompts or match up
- Use anchor charts in groups to identify elements of setting, characters and plot
- Use web graphic organizers to contrast examples of theme and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Reinforce open questions about reading, "Should....?"

Special Education

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction - guided reading and guided writing
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Chunking of information
- Study guides

- Leveled texts
- Visual cues and modeling
- Word walls and word banks

504

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented

- Strategies may include:
- [personal word walls / word rings](#)
- introducing key vocabulary before lesson (Word Clusters)
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- [Vocab squares](#)
- Semantic maps ([Example](#))

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction
- Multisensory techniques
- Brain Breaks
- Scaffolded questioning
- Modified assignments

- Study guides

Chapter 6: Regions: Midwest, Southwest, West

Duration: 24 Days

Standards / Learning Targets

Focus Standards - Major Standards

- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

Supporting & Additional Standards

- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

Interdisciplinary Standards

Language Arts

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. I

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

Writing

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Computer Science & Design Thinking

Data & Analysis

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Algorithms & Programming

- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, & Key Skills

Civic Financial Responsibility

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

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- Answering on a Whiteboard
- Discussion circle
- Participation/observations
- Questioning
- Expressive language prompt
- quizzes

Benchmark Assessments

- Chapter assessment

Summative Assessments

- Chapter project based learning

Alternate Assessments

- Role play
- Discussion circle
- Turn and talk
- Portfolio
- rubrics

Performance Tasks/Use of Technology:

- Conferencing individual/small group
- Open-ended questions
- Graphic organizers
- Cooperative group
- Learning/Response logs
- Think-pair-share
- Observations

**Enduring Understandings
Chapter 6**

- Midwestern land
- Great rivers
- Great Lakes
- Climate
- Wildlife
- Farming resources

**Essential Questions
Chapter 6**

- How does where we live affect who we are?
- What makes the Mississippi River great?
- Why is farming so plentiful in the Midwest?
- How do the American Indian groups differ?
- How do you think the steamboats affected the growth of cities in the Midwest?

<ul style="list-style-type: none"> ● Regions within a region ● Farm products ● Manufacturing ● American Indians ● The fur trade ● Farmers, immigrants ● Midwestern cities ● From trade to factories ● American Indian trade ● Railroads and shipping ● Highways ● Tourism (arts and culture) ● Grand Canyon ● Erosion ● Tornados ● Climate and vegetation ● Elevation ● Ancient cultures ● Colonial Period ● Cattle country ● Birth of the oil industry ● Water uses and shortages ● Live in a hot, dry land ● Earthquakes, volcanos ● Long coast ● Extreme heat and cold ● Hawaii and Alaska 	<ul style="list-style-type: none"> ● What do you think of when you think of the Southwest? ● What is erosion? ● How do animals survive in the desert? ● How has culture changed from past to present? ● Where does water come from? ● How do earthquakes affect people? ● How are the cold and hot climates of the west different?
Sequence of Topics Chapter 6	Teacher Notes Chapter 6
<p>In the heart of the nation</p>	<p>I will know that the lives of people in the Midwest are affected by its landforms and bodies of water.</p>

Resources and farming	I will know why the Midwest is one of the world's most important agricultural areas.
Settling in the Midwest	I will know that the rich farmland and other resources of the Midwest attracted thousands of settlers.
The Midwest on the move	I will know how a central location made the Midwest important in the nation's transportation and trade.
Southwestern Land and Water	I will know about the landforms and natural resources in the Southwest.
Climate of the Southwest	I will know that the climate of the Southwest ranges from dry deserts in the west to damper lands in the east.
The Southwest's Past	I will know that American Indians and Spanish settlers have shaped the history and culture of the Southwest.
Growth of the Southwest	I will know that the Southwest continued to grow as settlers from the United States moved into the region.
Life in a Dry Land	I will know that people in the Southwest have limited water resources.
A Varied Land	I will know that the land of the West is varied and sometimes reshaped by earthquakes and volcanoes.
Climate of the West	I will know how weather and climate vary in different parts of the west.
Activities / Resources	

Resources: See Teacher’s Edition for Chapter activities and resources
SAVVAS online resources link (MyWorld interactive)

Video

Audio

Interactivity

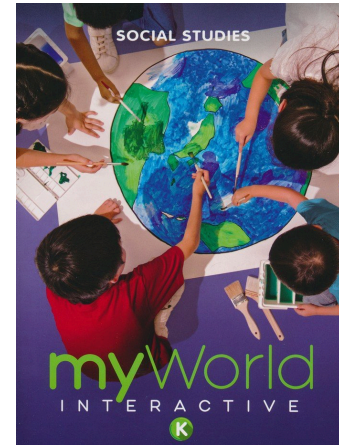
Games

Assessment

eText

SAVVAS content readers

Workbooks



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