

Grade 4: USA Regions

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe significant milestones in regional history in order to explain historical perspective. - Students will demonstrate the ability to explain causal relationships in order to describe change over time. - Students will demonstrate the ability to weigh the risks and rewards of entrepreneurship in order to explain economic decision making. - Students will demonstrate the ability to explain the reciprocal relationships among human and physical systems by using regional maps and describing environmental, historical, economic, and cultural characteristics. <u>Content Standards:</u> - Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. - Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. - Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. - Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. - Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. - Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. - Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. - Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. - Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration. - Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places. - His.1.3-5. Create and use a chronological sequence of related events	Transfer	
	Students will be able to independently use their learning to act as responsible citizens, making informed decisions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - the geography, climate, and natural resources of a region influence the culture, economy, and lifestyle of its inhabitants. - history is interpretive: and people construct different accounts of the same event, which are shaped by their perspectives--their ideas, attitudes, and beliefs. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; and take constructive, collaborative action. - changes in the amounts and qualities of human capital, physical capital, natural resources influence current and future economic conditions and standards of living.	ESSENTIAL QUESTIONS How does where we live influence how we live?
	Acquisition	
	Students will know... that locations can be described using cardinal directions (north, south, east, west) and intermediate directions (northeast, southeast, northwest, southwest).	Students will be skilled at... - constructing and using regional maps and other graphic representations. - describing, explaining, and analyzing impact. - explaining change over time

to compare developments that happened at the same time. • His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. • His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. • His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. • His.6.3-5. Describe how people's perspectives shaped the historical sources they created. • His.10.3-5. Compare information provided by different historical sources about the past. • His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. • His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. • His.14.3-5. Explain probable causes and effects of events and developments. • Eco.1.3-5. Compare the benefits and costs of individual choices. • Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make. • Eco.4.3-5. Explain why individuals and businesses specialize and trade. • Eco.7.3-5. Explain how profits influence sellers in markets. • Eco.8.3-5. Identify examples of external benefits and costs.	• that the geographic characteristics of US regions can be described using symbols and map legends. • that the diverse geography of US regions (mountains, beaches, rivers, forests, lakes, capitals, etc...) can be located on a map. • that US regions have geographic, but not political boundaries. • the location of US regions in relation to one another. • the geographic features (rivers, mountains, glacial landforms, lakes, etc.) of the regions of the United States • the physical, economic, and cultural characteristics of the US regions, including... • the climate of the US regions. • the vegetation, wildlife, and natural resources the US regions. • the influences of human settlement, land use, and economic activity on the physical environment in the various regions of the United States over time • that environmental and cultural characteristics affect the distribution and movement of people, goods, and ideas within a region and the US. • that human settlements and movements relate to the location and use of various natural resources found in the region. • that catastrophic, environmental and technological events affect human settlements and migration in the region they occur as well as other regions. • who the first inhabitants of each US region were. • that each US region changed and grew during the 1700's, 1800's, and 1900's. • the names and accomplishments of several historical figures from each US region (including women and children). • that people's perspectives shaped the historical sources they created.	• explaining relationships between natural resources and human movement and settlement. • explaining cultural and environmental characteristics. • comparing information provided by different historical sources. • explaining the probable causes and effects of historical events and developments • creating and using a chronological sequence to compare synchronous events. • explaining differing perspectives and the connections between perspective and historical context. • inferring audience and purpose from a source. • comparing economic choices, and explaining factors that influence decisions and decision making.
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	● that positive and negative incentives influence economic decisions. ● that individuals and businesses specialize and trade. ● that entrepreneurs compare the external benefits and costs of individual choices. ● that profits influence sellers in markets. <u>vocabulary:</u> benefits, cardinal directions, catastrophic, chronological, climate, costs, cultural, culture, economic, economy, entrepreneur, environmental, geographic features, goods, incentive, inhabitants, markets, physical features, physical map, political map, profit, map legend, region, resources, sellers, settlements, trade	
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		● <i>reason effectively</i> ● <i>use systems thinking</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

