

Fourth Grade

Recommended Scope and Sequence U.S. Cultures and Regions



Fourth-grade students will build foundational knowledge in U.S. geography, including continents, oceans, and regional characteristics, while integrating Alaska Native perspectives. They will explore civic and financial responsibilities, examining how rules, decision-making, and economic choices impact communities. Through an inquiry-based approach, students will develop essential skills such as questioning, using disciplinary tools, analyzing sources, and communicating informed conclusions—preparing them for active, responsible citizenship and continued social studies learning.

1st Quarter

Theme: **United States Physical and Cultural Geography**

Unit: **Foundations of American Governance & Regions**

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	Content Objectives:	Notes:
SS.4.2.6.1 <i>Explain how democracies rely on responsible participation.</i> SS.4.3.6.1 <i>Identify key civic documents at the local, state, and national levels, and describe their central principles.</i> SS.4.4.6.1 <i>Explain how groups of people make rules to create responsibilities.</i> SS.4.5.6.1 <i>Describe the origins, functions, and structure of municipal and state governments in the United States.</i> SS.4.6.6.1 <i>Describe ways in which people benefit from and are challenged by working together in workplaces.</i> SS.4.1.7.1 <i>Demonstrate civic virtues in school settings.</i> SS.4.2.7.1 <i>Determine core civic virtues and democratic principles that guide society in Alaska and the United States.</i>	Students will explain the fundamental ways in which democratic systems depend on the active and responsible participation of their citizens. Students will identify and explain the core principles embedded within significant civic documents at the local, state, and national levels. Students will explain the processes by which groups establish rules and the corresponding responsibilities that arise from these regulations. Students will describe the historical origins, operational functions, and organizational structures of municipal and state governments within the United States. Students will describe the advantages and disadvantages individuals encounter when collaborating in professional environments. Students will exhibit and apply core civic virtues, such as respect, responsibility, and fairness, within their school community. Students will identify the foundational civic virtues and democratic principles that guide societal norms in both Alaska and the broader United States. With instructor guidance, students will develop	*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. Notes: Labor Day First Day of Fall Patriot Day Constitution Day Grandparent's Day Dictionary Day Make a Difference Day Indigenous People's Day Alaska Day Halloween Literacy Connections: <i>Grace for President</i> by Kelly DiPucchio

SS.4.3.7.1 <i>With teacher guidance, create a process for group decision-making.</i> SS.4.1.9.1 <i>Examine Indigenous land ownership, rights, and acknowledgment in Alaska and other areas.</i> SS.4.1.10.1 <i>Examine Indigenous land ownership, rights, and acknowledgment in Alaska and in other areas.</i>	and implement a systematic process for making collective decisions within a group context. Students will investigate the Indigenous land ownership, inherent rights, and acknowledgement in Alaska and other geographical contexts. Students will continue to examine the historical and contemporary issues surrounding Indigenous land ownership, rights, and acknowledgement, specifically focusing on cases in Alaska and comparing them to other regions.	
SS.3-5.1.1 <i>Construct compelling questions and explain the importance of the questions to self and others.</i> SS.3-5.5.2 <i>Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i> SS.3-5.1.2 <i>Categorize questions according to the social studies disciplines.</i> SS.3-5.2.2 <i>Determine whether a source is primary or secondary.</i> SS.3-5.2.1 <i>Determine whether a source is primarily fact or opinion.</i>	Suggested Activities: Students will engage in a Think-Pair-Share activity to brainstorm what active citizens do. Then, in small groups, they'll create and perform short skits demonstrating responsible citizen participation (e.g., voting, community service, following laws). Provide students with simplified excerpts from local (e.g., school rules), state (e.g., Alaska state motto), and national (e.g., Preamble to the Constitution) civic documents. Students will work in RoundRobin teams to identify key principles and then use a Bubble Map to visually represent the core ideas of one document. Set up stations around the classroom, each with information (simplified text, pictures) about municipal and state government functions and structures (e.g., mayor, city council, governor, state legislature). Students will participate in a "Gallery Walk" to learn about each station. Afterwards, they'll create a	

<i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</i>	Brace Map to show the organizational structure of either their municipal or state government. Students will engage in an Inside-Outside Circle to discuss their experiences working in groups (both positive and negative). Then, they'll use a Double Bubble Map to compare and contrast the advantages and disadvantages of collaborating in professional environments. Provide scenario cards depicting various situations (e.g., a student finding a lost item, a student sharing supplies, a student disagreeing respectfully). Students in Fan-N-Pick teams will read the scenarios and identify which civic virtues (respect, responsibility, fairness) are being demonstrated or are needed. They'll then create a Circle Map to brainstorm examples of civic virtues they can apply in their school community.	
Geography Standard(s): <i>SS.4.1.16.1 Explain how culture influences the way people modify and adapt to their environments in each region of the United States.</i> <i>SS.4.2.16.1 Explain how the cultural and environmental characteristics of the United States change over time.</i> <i>SS.4.3.16.1 Discuss how environmental and cultural characteristics influence population</i>	Content Objectives: Students will explain how cultural practices influence human adaptation to and modification of diverse environments across the regions of the United States. Students will explain how the cultural and environmental characteristics of the United States undergo transformation over time. Students will discuss how environmental and cultural attributes impact population distribution throughout the United States. Students will employ maps of varying scales to identify and describe the locations of cultural and environmental characteristics within each region of the United States.	

<i>distribution in the United States.</i> <i>SS.3.4.18.1 Use maps of different scales to identify and describe the locations of cultural and environmental characteristics in each region of the United States.</i> <i>SS.4.1.19.1 Discuss how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas in and among the regions of the United States.</i> <i>SS.4.2.19.1 Discuss how human settlements and movements relate to the locations and use of various natural resources in the United States.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i> <i>SS.3-5.2.3 Gather relevant information</i>	Students will discuss how cultural and environmental characteristics influence the distribution and movement of people, goods, and ideas within and among the regions of the United States. Students will discuss the relationship between human settlements and movements and the locations and utilization of various natural resources in the United States. Suggested Activities: Students will engage in a Think-Pair-Share activity to brainstorm different ways people live in various environments (e.g., desert, mountains, coast). Afterwards, the class will collectively create a Tree Map categorizing different cultural practices (e.g., housing, clothing, food) and how they adapt to or modify specific environments across US regions. Provide pairs of "Then and Now" images or short descriptions showing a specific US region or cultural characteristic (e.g., a historical farm vs. a modern agricultural community, or an old city street vs. a new one). Students will work in RallyCoach pairs to analyze the changes. They will then use a Multi-Flow Map to illustrate the causes and effects of cultural and environmental transformations over time in the US. Students will participate in an Inside-Outside Circle to discuss factors that might make people want to live in certain places (e.g., good weather, jobs, natural beauty) or avoid others. Following this, they'll create a Double Bubble Map comparing and contrasting how a specific environmental attribute (e.g., water	
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<i>from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i> <i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i>	availability) and a cultural attribute (e.g., historical settlement patterns) impact population distribution in different US regions. Provide various maps of the United States (physical, climate, population density, cultural regions, etc.). Students in Numbered Heads Together teams will analyze the maps to identify and describe cultural (e.g., major cities, language groups, specific industries) and environmental (e.g., mountain ranges, rivers, deserts) characteristics within each US region. They'll then use a Circle Map to brainstorm everything they know about a specific region based on the maps. Initiate a Turn and Talk about how things they use or ideas they hear about might have traveled from different parts of the US. Then, provide examples of how cultural (e.g., music styles, food traditions) and environmental (e.g., rivers for transport, mountains as barriers) characteristics influence the movement of people, goods, and ideas within and among US regions. Students will create a Flow Map to trace the journey of a specific good or idea, showing how cultural and environmental factors impacted its movement. Divide students into Jigsaw groups, with each group becoming an expert on a different natural resource in a specific US region (e.g., timber in the Pacific Northwest, oil in Texas, farming in the Midwest). Groups will research how human settlements developed near these resources and how the resources are utilized. After sharing their expertise, the class will collectively create a Brace Map for a chosen region, showing the natural resources and their connection to local settlements and industries.	
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History Standard(s): <i>SS.4.2.21.1 Explain how the events of U.S. history contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including Alaska Native groups.</i> <i>SS.4.3.21.1 Describe how people's perspectives, both Indigenous and non-Indigenous, shaped the historical sources they created.</i> <i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.2.2 Determine whether a source is primary or secondary.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i>	Content Objectives: Students will explain how historical events in the U.S. have contributed to the differing perspectives of Indigenous and non-Indigenous peoples across the United States, including various Alaska Native groups. Students will describe how the perspectives of both Indigenous and non-Indigenous individuals influenced the historical sources they produced. Suggested Activities: Read a short, age-appropriate historical account of an interaction between Indigenous and non-Indigenous peoples in the U.S. (e.g., early settlement, a specific treaty event, or the gold rush in Alaska). After reading, students will do a Think-Pair-Share on how the event might have felt from different perspectives. Then, using a Double Bubble Map, they will compare and contrast the likely feelings, motivations, and experiences of an Indigenous person and a non-Indigenous person involved in the event. Provide pairs of contrasting historical sources (simplified excerpts) related to a US historical event involving Indigenous and non-Indigenous groups (e.g., a diary entry from a settler and a traditional story or oral history from an Indigenous perspective about the same time period). Students will work in RallyCoach pairs to analyze each source, identifying what information is presented and who created it. They'll then use a Flow Map to show the "journey" of how a historical event might be recorded differently based on the perspective of the person creating the source.	
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SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.		
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2nd Quarter

Theme: **United States Physical and Cultural Geography**

Unit: **Federal Government & Economic Principles**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): SS.4.1.6.1 Compare and contrast the responsibilities and powers of government officials and various levels and branches of the current federal government. SS.4.4.7.1 Recognize the beliefs, experiences, perspectives, and values that underlie another person's point of view about a civic issue. SS.4.1.8.1 Describe procedures for making decisions at the federal level in the United States, including the impact individuals can have SS.4.2.8.1 Explain how laws are created at the federal level in the United States, including how change is brought forth by voting in	Content Objectives: Students will analyze and differentiate the powers and responsibilities allocated to officials within the diverse levels and branches of the federal government. Students will recognize and analyze the underlying beliefs, experiences, perspectives, and values that inform another individual's viewpoint on a civic issue. Students will describe the established procedures for decision-making at the federal level in the United States, including how individual citizens can influence these processes. Students will explain the legislative process for creating laws at the federal level in the United States, specifically noting the influence of electoral voting in initiating change. Students will explain the methodologies used to formulate policies designed to address public problems.	Notes: Veteran's Day Attendance Awareness Month Election Day Alaska Native and American Indian Heritage Month American Education Week Thanksgiving Holidays Around the World First Day of Winter/Winter Solstice Literacy Connections: <i>Shh! We're Writing the Constitution</i> by Jean Fritz <i>House Mouse, Senate Mouse</i> by Peter W.

government elections. <i>SS.3.4.8.1 Explain how policies are developed to address public problems.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i>	Suggested Activities: Introduce the three branches of the federal government (briefly: Executive, Legislative, Judicial) and give simple examples of their roles. Students will engage in a Think-Pair-Share about different types of rules they encounter (school, home, city). Afterwards, as a class, they'll create a Tree Map categorizing federal government powers and responsibilities, branching out to the Executive (President, Cabinet), Legislative (Congress), and Judicial (Courts) branches, with simple descriptions of each. Present a simple, age-appropriate civic issue (e.g., Should the school cafeteria serve more healthy snacks? Should the park have a new playground?). Students will participate in an Inside-Outside Circle to discuss their initial opinions on the issue. Then, they'll be given two different viewpoints from fictional "citizens" about the issue. Using a Double Bubble Map, they will compare and contrast the underlying beliefs, experiences, and values that might lead to these differing viewpoints. Provide simplified information or a short video explaining the basic steps of how a bill becomes a law at the federal level. Students will work in RallyCoach pairs to sequence the steps. Then, they will use a Flow Map to visually represent the legislative process, including key points where citizens' electoral votes (choosing representatives) can influence the process (e.g., electing people who support certain ideas). Divide students into Jigsaw groups, with each group focusing on a different "public problem" (simplified for 4th graders, e.g., litter in the park, too much traffic, not enough clean water	Barnes and Cheryl Shaw Barnes <i>How Does the U.S. Government Work?: 3 Branches of Government</i> by Baby Professor <i>Baseball Saved Us</i> by Ken Mochizuki <i>Lillian's Right to Vote</i> by Jonah Winter, illustrated by Shane W. Evans <i>A Vote for Susanna</i> by Karen M. Greenwald
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<i>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</i>	in a fictional town). Each group will research or brainstorm potential solutions and how those solutions might become policies. After sharing their "expertise," the class will collectively choose one public problem and create a Multi-Flow Map showing the problem in the center, and the various causes leading to it, and potential policy solutions (effects).	
Economics Standard(s): <i>SS.4.1.11.1 Compare examples of human capital, physical capital, and natural resources in various U.S. regions</i> <i>SS.4.2.11.1 Provide examples, within and outside of Alaska, of individuals and businesses that specialize and trade.</i> <i>SS.4.3.11.1 Explain the role of money in making exchange easier.</i> <i>SS.4.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using Indigenous and non-Indigenous examples from across the United States.</i> <i>SS.4.5.11.1 Determine how profits influence sellers in markets.</i> <i>SS.4.1.12.1 Explain how scarcity and abundance require a person to determine the benefits and costs of a</i>	Content Objectives: Students will compare examples of human capital (skills, knowledge), physical capital (tools, infrastructure), and natural resources across diverse U.S. regions. Students will provide specific examples, both within and outside Alaska, of individuals and businesses that engage in specialization and trade. Students will explain the fundamental role of money in facilitating economic exchange. Students will explain the correlation between investment in human capital, increased productivity, and future income potential, utilizing both Indigenous and non-Indigenous examples from across the United States. Students will determine how the prospect of profits influences the decisions of sellers within market economies. Students will explain how the economic principles of scarcity and abundance necessitate an evaluation of the benefits and costs associated with a particular choice. Students will define and distinguish between positive incentives (rewards) and negative incentives (penalties) as factors influencing	Literacy Connections: <i>The Story of Money</i> by Betsy Maestro, illustrated by Giulio Maestro <i>If You Made a Million</i> by David M. Schwartz, illustrated by Steven Kellogg <i>The Lemonade War</i> by Jacqueline Davies

<i>particular choice.</i> <i>SS.4.2.12.1 Define positive and negative incentives.</i> <i>SS.4.1.13.1 Explain that interest is the price of using someone else's money.</i> <i>SS.4.2.13.1 Determine the difference between inflation and deflation.</i> <i>SS.4.3.13.1 Describe how people and businesses support federal government services through taxation.</i> <i>SS.4.4.13.1 Explain the importance of improving capital goods and human capital over time.</i> <i>SS.4.1.14.1 Explain how trade contributes to economic interdependence among regions of the United States.</i> <i>SS.4.2.14.1 Explain how geography, natural resources, climate, and available labor contribute to the interconnected regional economies of the United States.</i> <i>SS.4.1.15.1 Explore the significance of various industries in Alaska.</i>	economic behavior. Students will explain the concept of interest as the cost incurred for borrowing or utilizing another entity's financial resources. Students will differentiate between inflation (a general increase in prices and fall in the purchasing value of money) and deflation (a general decrease in prices). Students will describe how individuals and businesses contribute to the funding of federal government services through taxation. Students will explain the importance of enhancing both capital goods (e.g., machinery, technology) and human capital (e.g., education, training) over time. Students will explain how trade fosters economic interdependence among different regions of the United States. Students will explain how geographical features, natural resources, climate, and available labor collectively contribute to the interconnected regional economies of the United States. Students will explore the economic significance of various industries within Alaska. Suggested Activities: Students in "RoundRobin" teams will brainstorm examples of people or businesses that specialize in one thing (e.g., a baker, a fishing company, a car factory) and then trade their goods/services. Provide simple scenarios for Alaska (e.g., a fishing boat catching salmon	
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<i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i>	that is then sent to other states) and other US regions (e.g., a farmer growing corn that is sold to a factory to make cereal). Teams will then create a Flow Map illustrating the process of specialization and trade for one example.	
<i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i>	Divide students into Jigsaw groups. Each group becomes an expert on a different type of tax (e.g., income tax, sales tax - simplified). They will learn how these taxes are collected and what federal government services they help fund (e.g., roads, schools, national parks). After sharing their expertise, the class will collectively create a Tree Map showing "Federal Government Services" and the "Taxes" that fund them.	
<i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i>	Use a Think-Pair-Share to discuss why having better tools (like a faster computer) or more knowledge (like learning to code) can help people do more work. Provide examples of improved capital goods (e.g., new machinery in a factory) and human capital (e.g., worker training programs). Students will then create a Multi-Flow Map illustrating how enhancing capital goods and human capital leads to increased productivity and economic growth.	
<i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i>	Students in Numbered Heads Together teams will be given information about different US regions (including Alaska), focusing on their unique geographical features, natural resources, climate, and available labor. They will then discuss how these characteristics lead to specific industries and how regions depend on each other through trade. They'll create a Brace Map for a chosen region, breaking down its key features and how they connect to trade with other regions.	
<i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i>	Introduce one U.S. region (e.g., the Northeast	
<i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i>		
<i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i>		

<i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.4.3 Critique the motives behind different perspectives</i>	or the Midwest) and its prominent geographical features, natural resources, climate, and common jobs. Students will Think-Pair-Share about how these elements might influence what people do for work or what goods are produced there. Then, as a class, create a Tree Map with the region name as the heading, and subheadings extending to "Geography," "Resources," "Climate," and "Labor," detailing how each contributes to the region's economy and its connections to other regions. Provide RallyCoach pairs with information or images about key Alaskan industries (e.g., fishing, oil and gas, tourism, timber, mining). Each pair will learn about one industry. Then, they'll use a Multi-Flow Map to show the economic impact of that industry: the causes (natural resources, human capital, physical capital) and the effects (jobs, goods/services produced, money earned for Alaska). Divide students into Jigsaw groups, with each group becoming an expert on a specific major industry in Alaska (e.g., fishing, oil, tourism, mining, military). Each group will research or be given information about their industry's economic importance, the resources it uses, and the jobs it provides. After sharing their expertise with the class, the whole class will create a Tree Map with "Alaska's Economy" as the main topic, branching out to the different industries and listing their key economic contributions.	
Geography Standard(s): <i>SS.4.1.20.1 Identify how each region of Alaska has grown through various economic activities.</i>	Content Objectives: Students will identify the specific economic activities that have contributed to the growth of each region within Alaska.	Literacy Connections: <i>Arctic Son</i> by Jean Craighead George

<i>SS.4.1.20.2 Explain how the geographic resources of Alaska led to the state's economic development.</i> <i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i>	Students will explain how Alaska's unique geographic resources have been instrumental in the state's economic development. Suggested Activities: Divide students into Jigsaw expert groups, with each group focusing on a different region of Alaska (e.g., Southeast, Southcentral, Interior, Arctic, Southwest). Provide simplified information, maps, and images about the primary economic activities and the geographic features of their assigned region (e.g., fishing/tourism in Southeast, oil/gas/transportation in Southcentral, mining/tourism/subsistence in Interior, oil/gas/subsistence in Arctic, fishing/wildlife in Southwest). After becoming "experts," groups will teach their region to other groups. Finally, the class will collaboratively create a Tree Map with "Alaska's Regional Economies" as the main topic, branching out to each region and listing its key economic activities and the contributing geographic features/resources. Present RallyCoach pairs with pictures or descriptions of Alaska's unique geographic resources (e.g., vast coastline, oil reserves, glaciers, mountains, long summer daylight, cold climate). Each pair will discuss how one specific resource has contributed to an economic activity in Alaska (e.g., coastline for fishing, oil for energy industry, glaciers for tourism). They will then use a Multi-Flow Map to show how that geographic resource (cause) has led to a particular economic development (effect). Begin with a Turn and Talk about what products they think come from Alaska. Show a map of Alaska. Select a key Alaskan product (e.g., salmon, oil, an item made by an Alaska Native artist from local materials). Students will then, with guidance, use a Flow Map to trace the journey of this product from its natural resource origin in Alaska (linking to geographical features) through its processing or creation, to how it gets to other parts of	
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	Alaska or the world. This highlights how resources drive economic activity and trade.	
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3rd Quarter

Theme: **United States Physical and Cultural Geography**

Unit: **Historical Change & Social Movements**

**See appendix for additional suggested activities, materials, and resources.*

Civics Standard(s): <i>SS.4.4.8.1 Illustrate historical and contemporary means of changing society in various regions of the United States.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</i>	Content Objectives: Students will illustrate both historical and contemporary methods employed to effect societal change across different regions of the United States.	Notes: New Year's Day Review Class and School Expectations Martin Luther King Jr.'s Birthday
	Suggested Activities: Introduce the idea that people work to make changes in society. Present a few simplified examples of historical and contemporary social changes in different U.S. regions (e.g., historical: women gaining the right to vote; contemporary: a community group cleaning up a park, a student-led initiative to recycle more at school). Students will engage in a Think-Pair-Share to brainstorm ways people bring about change. Then, as a class, choose one example and create a Flow Map illustrating the steps or actions taken to bring about that social change.	*100th Day of School Black History Month Groundhog Day Valentine's Day Elizabeth Peratrovich Day Yukon Quest Iditarod President's Day *Leap Year Read Across America Day International Women's Day Music in Our Schools Month

		Literacy Connections: <i>Sometimes People March</i> by Tessa Allen <i>Peaceful Fights for Equal Rights</i> by Rob Sanders, illustrated by Jared Andrew Schorr <i>Sit-In: How Four Friends Stood Up By Sitting Down</i> by Andrea Davis Pinkney, illustrated by Brian Pinkney <i>Miss Paul and the President: The Creative Campaign for Women's Right to Vote</i> by Dean Robbins, illustrated by Nancy Zhang <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> by Tanya Lee STone, illustrated by Rebecca Gibbon <i>City Green</i> by DyAnne Disalvo-Ryan
History Standard(s): SS.4.1.21.1 <i>Recognize the multiple individual and group perspectives relating to important or major events in history.</i> SS.4.1.22.1 <i>Use a variety of primary and secondary sources to summarize key events in history from cultural regions across the United States.</i>	Content Objectives: Students will recognize the diverse individual and group perspectives related to significant historical events across the United States. Students will utilize a range of primary and secondary sources to summarize key historical events from various cultural regions throughout the United States. Students will gather different types of historical sources and summarize how they are	Literacy Connections: <i>The Story of Ruby Bridges</i> by Robert Coles <i>Encounter</i> by Jane Yolen <i>If You Lived At The Time Of The American Revolution</i> by Kay Moore

SS.4.2.22.1 <i>Gather different kinds of historical sources and summarize how they are used to explain events in the past.</i> SS.4.3.22.1 <i>Analyze the relationships between multiple historical sources surrounding a single event or development in U.S. history.</i> SS.4.4.22.1 <i>Infer the intended audience of a historical source.</i> SS.4.5.22.1 <i>Use information about the maker, date, and place of origin of a source to determine whether a source is useful for studying a particular historical topic.</i> SS.4.1.23.1 <i>Use a timeline or other representation of related events to compare developments that happened at the same time.</i> SS.4.2.23.1 <i>Compare similarities and differences between a historic local cultural practice and a historic cultural practice from another region of the United States.</i>	used to explain past events. Students will analyze the interrelationships between multiple historical sources pertaining to a single event or development in U.S. history. Students will infer the intended audience for a given historical source. Students will utilize information about a source's creator, date, and place of origin to assess its usefulness for studying a particular historical topic. Students will use timelines or other chronological representations to compare simultaneous historical developments. Students will compare and contrast a historical local cultural practice with a historical cultural practice from another region of the United States. Students will formulate questions about individuals and groups who have significantly shaped history across the United States. Students will describe and explain the probable causes and effects of an event or development in the United States, including its effect on Alaska. Students will gather evidence from multiple sources to substantiate a claim regarding how contributions from various cultural and ethnic groups have influenced the history of both Alaska and the United States. Students will explain how national and global events have impacted Alaska, both historically	<i>The Declaration of Independence</i> <i>Coming to America: The Story of Immigration</i> by Betsy Maestro & Giulio Maestro <i>Sarah, Plain and Tall</i> by Patricia MacLachlan <i>You Wouldn't Want to Be an American Colonist!</i> by Jacqueline Morley <i>A Story to Tell: Traditions of a Tlingit Community</i> by Richard Nichols, illustrated by D. Bambi Kraus <i>Stolen Words</i> by Melanie Florence, Gabrielle Grimard <i>Children of the First People: Fresh Voices of Alaska's Native Kids</i> by Tricia Brown & Roy Corral <i>Salmon Summer</i> by Bruce McMillan <i>Balto and the Great Race</i> by Elizabeth Cody Kimmel <i>Grandfather's Journey</i> by Allen Say <i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> by Duncan Tonatiuh
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SS.4.3.23.1 <i>Generate questions about individuals and groups who have shaped history across the United States.</i> SS.4.1.24.1 <i>Describe and explain probable causes and effects of an event or development in the United States, including its effect on Alaska.</i> SS.4.2.24.1 <i>Gather evidence from multiple sources to support a claim about how contributions made by various cultural and ethnic groups have shaped the history of Alaska and the United States.</i> SS.4.1.25.1 <i>Explain how national and global events impact Alaska, both in the past and present.</i> SS.3-5.2.3 <i>Gather relevant information from multiple credible sources to address compelling questions or research.</i> SS.3-5.2.2 <i>Determine whether a source is primary or secondary.</i>	and in the contemporary era. Suggested Activities: Present students with a simplified historical event from U.S. history (e.g., the building of the Transcontinental Railroad, the Gold Rush). Provide short, age-appropriate primary or secondary source excerpts reflecting different perspectives (e.g., a railroad worker, a Native American whose land was impacted, a business owner). Students will Think-Pair-Share how different people might have felt about or experienced the event. Then, using a Double Bubble Map, they'll compare and contrast two different perspectives, highlighting their beliefs, experiences, or values. Present students with two short, simplified primary source excerpts about the same historical event (e.g., a short quote from a general and a short quote from a soldier about a battle; a newspaper headline and a diary entry about a new invention). Each source should clearly have a different creator and a likely different intended audience. Students will Think-Pair-Share what each source says and who they think wrote it. Then, using a Double Bubble Map, they'll compare and contrast the two sources, focusing on the creator, what information they offer, and who their likely intended audience was. Prepare cards with different historical questions or topics (e.g., "What was daily life like for kids during the Civil War?", "How did people travel across the country in the 1800s?"). Also, prepare cards with various historical sources (e.g., a picture of a schoolhouse, a train ticket, a map of the Oregon Trail, a speech from a politician).	
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<i>SS.3-5.4.3 Critique the motives behind different perspectives.</i> <i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i> <i>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</i> <i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i> <i>SS.3-5.5.1 Show evidence of taking individual or group</i>	Students will Mix-Pair-Share to find a partner. Each pair gets a historical question and a source card. They discuss: "Is this source useful for answering this question? Why or why not?" focusing on the creator, date, and place. The class can then collectively create a Tree Map with "Useful Sources" and "Less Useful Sources" for a specific topic, listing examples and their reasoning. Provide Numbered Heads Together teams with cards depicting significant historical events across different U.S. regions (e.g., the California Gold Rush, construction of the Erie Canal, Alaska Purchase, building of a specific fort). Teams will work to place these events on a large class timeline, noting simultaneous developments. They can then use a Flow Map to trace the chronological sequence and connections of a few selected simultaneous events. Divide students into Jigsaw groups, with each group becoming an expert on a significant U.S. national or global historical event (e.g., World War II, the Civil Rights Movement, the invention of the automobile). Their task is to research or be provided with simplified information about how that event specifically impacted Alaska, both historically and in contemporary times. After sharing their expertise, the class will collectively create a Multi-Flow Map for one event, showing its causes, the event itself, and its specific effects on Alaska.	
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action to address one or more local, regional, or global problems or issues.		
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4th Quarter

Theme: **United States Physical and Cultural Geography**

Unit: **Global Connections & Environmental Impact**

<i>*See appendix for additional suggested activities, materials, and resources.</i>		
Geography Standard(s): SS.4.1.17.1 Discuss why environmental characteristics vary among different world regions. SS.4.2.17.1 <i>Discuss how the spatial patterns of economic activities in parts of the world have changed over time because of interactions with nearby and distant places.</i> SS.4.3.17.1 <i>Discuss how natural and human-made catastrophic events in one region of the world affect people living in other regions of the world.</i> SS.4.1.18.1 <i>Construct maps and other graphic representations of the various regions around the world.</i> SS.4.2.18.1 <i>Use maps, artwork, and other representations to</i>	Content Objectives: Students will discuss the reasons for variations in environmental characteristics across different global regions. Students will discuss how the geographic patterns of economic activities globally have changed over time, due to connections with both local and far-off places. Students will discuss how natural and human-induced catastrophic events in one global region can impact populations in other regions. Students will construct maps and other graphical representations depicting various regions around the world. Students will utilize maps, artwork, and other visual representations to analyze the relationships between the geographical locations of places worldwide and their respective environmental characteristics. Students will explain the impacts of catastrophic environmental and technological events on human settlements and migration patterns within and among the regions of the United States.	Notes: Traditional Chiefs Week St. Patrick's Day First Day of Spring Spring Break April Fool's Day Month of the Military Child School Library Month Earth Day May Day Mother's Day Memorial Day Statewide Assessments Literacy Connections: <i>Here We Are: Notes for Living on Planet Earth</i> by Oliver Jeffers <i>A River Ran Wild</i> by Lynne Cherry

<i>examine relationships between the locations of places in the world and their environmental characteristics.</i> <i>SS.4.3.19.1 Explain the effects of catastrophic environmental and technological events on human settlements and migration in and among the regions of the United States.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</i> <i>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take</i>	Suggested Activities: Introduce several diverse global regions (e.g., desert, rainforest, arctic, temperate forest). Students will Think-Pair-Share what they imagine the environment is like in each place. As a class, using a large world map, they'll collaboratively create a Circle Map for a chosen region, with the region in the center and information to include different environmental characteristics (temperature, rainfall, landforms, plants, animals), discussing the reasons for these variations (e.g., distance from equator, mountains). Provide RallyCoach pairs with simplified historical and modern examples of global economic activities (e.g., spice trade routes vs. modern shipping of electronics; ancient silk road vs. today's global clothing industry). Pairs will analyze how the patterns of economic activity have changed and how connections between places (local and far-off) have influenced this. They'll then use a Flow Map to illustrate the evolution of a global economic activity over time, showing its transformation and new connections. Students will participate in an Inside-Outside Circle to discuss a local natural disaster they might know about (e.g., a big snowstorm, a power outage) and its immediate effects. Then, introduce simplified examples of catastrophic events in other global regions (e.g., a major flood in one country, a volcanic eruption affecting air travel worldwide). The discussion will focus on how such events, even far away, can impact populations in other regions (e.g., affecting food supply, travel, goods). The class will then create a Multi-Flow Map for one global catastrophic event,	<i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda Paul <i>The Day the Crayons Quit</i> by Drew Daywalt <i>Me on the Map</i> by Joan Sweeney <i>What Do You Do with a Problem?</i> by Kobi Yamada <i>The Dust Bowl</i> by David Booth
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<i>action about local and/or regional problems or issues.</i> <i>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</i> <i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i> <i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i>	showing its immediate local effects and then its wider impacts on other regions. Divide students into Jigsaw expert groups, with each group assigned a different major world region (e.g., Africa, Asia, Europe, South America, Antarctica, Oceania). Provide them with large blank paper, basic map outlines, and simple visual cues (artwork, photos of landmarks, animals, or people). Each group will "construct" a simplified map/graphical representation of their region, including key geographical features or symbols representing cultural aspects. After sharing their "regions," students will use a Bubble Map to describe the key characteristics of one of the presented world regions. Begin with a Turn and Talk about how big events (like a powerful storm or a wildfire) might make people move or change where they live. Present age-appropriate examples of catastrophic environmental or technological events within the U.S. (e.g., a major hurricane, a large-scale oil spill). Discuss how these events impact human settlements and migration patterns within and between U.S. regions. Students will then use a Brace Map to break down one event, showing the event, its immediate impacts on settlements, and how it might cause people to move within or out of affected regions.	
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<i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i>		
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