4th Grade Social Studies

Curriculum

June 2026

Fourth Grade Social Studies SCOPE AND SEQUENCE
(Units and lessons are to be followed in order)

Unit One: Discovering the Social Sciences

Students will use the four core social sciences to explore and better understand their region of the United States. They will analyze artifacts and primary sources, apply geography skills to recommend theme park locations, and conduct an inquiry into how history, geography, economics, and civics help explain the people, places, and events that shape their region.

Lessons	**Timeframe:**
The Four Core Social Sciences	Weeks 1 - 3
Exploring Regions of the United States	Weeks 4 - 5
The Peopling of the United States	Weeks 6 - 7

Unit Two: The Northeast

Students will explore the Northeast region of the United States by examining its geography, population, and communities. Through a virtual tour, they will compare urban and rural life, analyze population density, create comic strips that illustrate daily life in different settings, and conduct an inquiry to answer questions about the region.

Lessons	**Timeframe:**
A Tour of the Northeast	Weeks 8 - 9
Population Density and Life in the Northeast	Weeks 10 - 11

Unit Three: The Southeast

Students will explore the Southeast region of the United States through the four core social sciences. They will examine the region's geography, history, economics, and civics, create titles and captions for videos highlighting geographic features, and conduct an inquiry to investigate questions about the Southeast.

Lessons	**Timeframe:**
A Tour of the Northeast	Weeks 12 - 13
The Effects of Geography on Life in the Southeast	Weeks 14 - 15

Unit Four: The Midwest

Students will explore the Midwest region through a self-directed tour that challenges them to solve a puzzle using clues they collect along the way. They will investigate how agriculture has changed from the 1800s to today, analyze data using charts and graphs, and conduct an inquiry to answer questions about the Midwest.

Lessons	**Timeframe:**
A Tour of the Midwest	Weeks 16 - 17
Agricultural Changes in the Midwest	Weeks 18 - 19
Unit Five: The Southwest	
Students will explore the Southwest region by examining the diverse perspectives and experiences of the people who live there. They will create a diorama to represent life in the region, develop a storyboard for a documentary trailer highlighting the importance of the Colorado River, and conduct an inquiry to investigate their own questions about the Southwest.	
Lessons	**Timeframe:**
A Tour of the Southwest	Weeks 20 - 21
A Case Study in Water Use: The Colorado River	Weeks 22 - 23
Unit Six: The West	
Students will explore the Western region through an interactive scavenger hunt and mystery investigation involving stolen landmarks. As they learn about cities, landmarks, and life in the West, students will conduct an inquiry to answer questions about the region and compare what it is like to live in the West with their own experiences.	
A Tour of the West	Weeks 24 - 25
Cities of the West	Weeks 26 - 27
Unit Seven: Inquiry: Studying Your State	
Students will investigate their state's geography, history, economy, and government through engaging, hands-on activities. They will create games, analyze primary sources, collect real-world examples of economic concepts, and explore how state government works. Students will develop questions and use research to better understand the area where they live.	
The Geography of Your State	Weeks 28 - 29
The History of Your State	Weeks 30 - 31
The Economy of Your State	Weeks 32 -33
Financial Literacy *(Supplemental)*	Weeks 34
The Government of Your State	Weeks 35 - 36

UNIT 1 - The Four Core Social Sciences				
Unit 1 Essential Question: How can the four core social sciences help us learn about our region of the country?				
Mandatory Textbook: Social Studies Alive! Regions of Our Country				
LESSON 1 (Weeks 1-3)				
Lesson 1 Overview	Create a web diagram about the social sciences. Find and share artifacts from home that represent economics, geography, civics, and history.			
Academic Vocabulary	Economics, geography, history, political science			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 1 - What do social scientists do?	Students will be able to… ● Create simple definitions for the terms *economics, geography, civics,* and *history*. ● Identify artifacts that social scientists use in their research. ● Draw conclusions from examination of artifacts from an archaeological perspective. ● Present and support choices (speaking).	1. <u>Preview (20min)</u> ● Refer to slide 2. Watch a video clip of a self-driving car, and talk about economics, geography, civics, and history. ● Complete the drag and drop activity on slide 3. ● Read the introduction on pg. 8 and complete the preview activity on pg. 9. Share answers together as a class. 2. <u>Vocabulary (10min)</u> ● Introduce the lesson vocabulary using slides 6-7. ● Students will complete pg. 18. ● Review using slides 8-9. 3. <u>Hands-On Activity: Discovering the Social Sciences (20min)</u> ● Refer to slide 11. Read sections 1-4 on	● Show What You Know ● Discussions ● Written Responses (Web, HW) ● Lesson 1 TCI Assessment	**5.1.4B** Explain rules and laws for the classroom, school, community, and state. **5.1.4C** Explain the principles and ideals shaping local and state government.: Liberty/Freedom, Democracy, Justice, Equality **6.3.4.A** Explain how government responds to social needs by providing public goods and services **6.3.4.B** Identify and describe the impact of government involvement in state and national economic activities **7.1.4.B**. Describe and locate places and regions as defined by physical and human features.

		pgs. 12-15. ● Students will complete pgs. 16-17, creating a web for each social science. Students can work independently or within small groups. ● When students have completed their webs, provide post-it notes. Students will pick words, symbols, or pictures from their webs to add to the activity cards placed around the room (refer to slide 13). ● Facilitate discussion as a class. ● Note: students can read each section and then create that portion of their web, alternating back and forth. 4. Extension: Thinking Like a Social Scientist (15min) ● Read Section 5 on pgs. 18-19. ● Follow the steps on slide 15, "Thinking Like a Social Scientist." 5. Hands-On Activity: Sharing Social Science Artifacts (30min) ● Students will place one artifact for each social science (from home) in a paper bag and bring them back to school. ● Students will also complete pgs. 20-21 in their books. ● The following day, complete the activity on slide 19. 6. Show What You Know (15 min) ● Read the summary on pg. 22. ● Have students choose 2 activities to complete on pgs. 22-24. ● If time allows, students can share their responses with the class.		**7.2.4.A**. Identify the physical characteristics of places and regions. **7.3.4.A.** Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities **8.1.4.B.** Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. **8.3.4.B**. Locate historical documents, artifacts, and places critical to United States history. **8.4.4.B**. Locate historical documents, artifacts, and sites, which are critical to World history. **8.4.4.C.** Explain how continuity and change in world history have influenced personal development and identity. ● Belief systems and religions ● Commerce and industry ● Technology ● Politics and government ● Physical and human geography ● Social organizations **17.1.3-5.B** Identify the opportunity cost of various financial decisions, including ones

		<u>Study Your State (Optional)</u> ● Read pgs. 25-26 ● Students will write questions about your state's people on index cards and find answers through research. ● Students will work together to create a poster explaining the ways that people used natural resources. <u>Optional Activities:</u> ● Read: *Clues from Cahokia* (pgs. 2-5 in the Social Studies Stories Reader) ○ slides and questions to practice studying artifacts available on the online curriculum under the unit projects tab ● Read: *The Mighty Mississippi* (pgs. 6-9 in the Social Studies Stories Reader) ○ slides and questions available on the online curriculum under the unit projects tab ● Read: *New York City: Layers of the Past* (pgs. 10-13 in the Social Studies Stories Reader) ○ slides and "history detective activity" available on the online curriculum under the unit projects tab		relating to earning, saving, and spending.

LESSON 2 (Weeks 4-5)				
Lesson 2 Overview	Learn the basic skills of a geographer and use those skills to answer questions about different regions. Use special-purpose maps to figure out where to build recreational parks in different regions.			
Academic Vocabulary	Basin, coastal plain, global grid, inland, line of latitude, line of longitude, map key, plateau, region, scale, special-purpose map			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 2 - How do geographers study the regions of the United States?	Students will be able to… ● Interpret a physical map of the United States by using directions and latitude and longitude. ● Interpret special-purpose maps: elevation, annual rainfall, and population density. ● Hypothesize the locations of five photographs by using geographic information. ● Analyze the relationship between river systems and people. ● Research	1. <u>Preview (10min)</u> ● Show students slide 2 and facilitate discussion about activities we can participate in locally. ● Watch the video clip on slide 3 and facilitate discussion about sledding. ● Go through slides 4-5. ● Read the introduction on pg. 28. ● Students will complete pg. 29. 2. <u>Vocabulary (10min)</u> ● Introduce the lesson vocabulary by referring to slides 8-11. ● Complete pg. 30 as a class. ● Reinforce lesson vocabulary using slides 13-14. 3. <u>Hands-On Activity: Building Basic Geography Skills (30 min)</u> ● Read sections 1-2 on pgs. 32-33 and then complete slide 17. ● Read sections 3-4 on pgs. 34-35 and then complete slides 18-19. ● Read sections 5-6 on pgs. 36-37 and complete slide 20. ● Place stations around the room; each	● Show What You Know ● Discussions ● Written Responses (Activity Notes) ● Lesson 2 TCI Assessment	**7.1.4.A.** Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.4.B**. Describe and locate places and regions as defined by physical and human features. **7.2.4.A.** Identify the physical characteristics of places and regions. **7.4.4.A.** Identify the effect of the physical systems on people within a community. **7.4.4.B.** Identify the effect of people on the physical systems within a community. **8.4.4.C.** Explain how continuity and change in world history have influenced personal development and identity. ● Belief systems and religions ● Commerce and industry ● Technology

	geographic information. ● Write reasons to support answers.	station should have one region from Activity Cards: A-E (Regional Maps and Photographs). There are two sets of five posters so there can be two stations for each region. ● Students will explore five different regions to practice their map skills. Place students in partners or small groups. Students will complete pg. 38 as they visit each station. ● Review as a class using slide 21. 4. <u>Extension: Exploring Regions (20 min)</u> ● Refer to slide 23. ● Guide students through slides 24-28. 5. <u>Hands-On Activity: Building Recreational Parks in Different Regions (45min)</u> ● Place students in groups of 3-4 prior to the activity. ● Students will read sections 7-12 (pgs. 39-46). ● Refer to slides 30-33 for directions. ● Students will complete pg. 48 as a group. ● Review answers using slides 35-39. 6. <u>Show What You Know (30min)</u> ● Read the summary on pg. 49. ● Students will complete pgs. 49-50. ● Students can either research their own recreational park in the U.S. or few parks can be researched prior that students can refer to. <u>Study Your State (Optional):</u> ● Read pg. 51 ● Students will create a map of PA, labeling major bodies of water, mountains, other big landforms, etc.		● Politics and government ● Physical and human geography ● Social organizations

		• Read pg. 52 and research how people live in PA
		• Students will write a few paragraphs about the region they live in.
		
		<u>Optional Activities:</u>
		
		• Read: *Clues from Cahokia* (pgs. 2-5 in the Social Studies Stories Reader)
		  ○ slides and questions to practice studying artifacts available on the online curriculum under the unit projects tab
		• Read: *The Mighty Mississippi* (pgs. 6-9 in the Social Studies Stories Reader)
		  ○ slides and questions available on the online curriculum under the unit projects tab
		• Read: *New York City: Layers of the Past* (pgs. 10-13 in the Social Studies Stories Reader)
		  ○ slides and "history detective activity" available on the online curriculum under the unit projects tab		

Supplemental Resources:

Map Skills

Interactive Map Skills

Regions of the U.S.

Reason for the Regions PDF

LESSON 3 (Weeks 6-7)				
Lesson 3 Overview	Analyze primary source quotes, songs, speeches, and poems to learn about different groups who came to the United States.			
Academic Vocabulary	The Americas, colony, culture, democracy, diverse, immigrant			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 3 - How have different groups contributed to the United States?	Students will be able to… ● Identify key experiences and contributions of various groups in the United States. ● Build empathy for other communities by analyzing literature from multiple perspectives. ● Identify where the people who first settled in students' neighborhoods or towns came from. ● Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third	1. <u>Preview (10min)</u> ● Show students slide 2 and facilitate discussion about the statue of liberty. ● Read the Introduction on pg. 54. ● Complete the Preview Activity on pg. 55, reviewing the answers on slide 3. 2. <u>Vocabulary (10min)</u> ● Introduce the lesson vocabulary by referring to slides 5-6. ● Students will complete pg. 56 and review using slide 7. ● Reinforce lesson vocabulary by completing slide 8 as a class. 3. <u>Hands-On Activities: In Their Own Words (75min)</u> ● *Native Americans:* Refer to slides 10-13. Read pg. 58 and complete pg. 59. ● *The Spanish Settle the Americas:* Refer to slides 15-18. Read pg. 60 and and complete pg. 61. ● *More Europeans Come to America:* Refer to slides 20-23. Read pg. 62 and complete pg. 63. ● *Africans Arrive in America:* Refer to slides 25-28. Read pg. 64 and complete	● Show What You Know ● Discussions ● Written Responses (Hands-On Activity Notes) ● Lesson 3 TCI Assessment	**5.1.4.F.**Identify state symbols, national symbols, and national holidays. **7.3.4.A.3**.Identify the human characteristics of places and regions using the following criteria: ● Population ● Culture ● Settlement ● Economic activities ● Political activities **8.3.4.A**.Differentiate common characteristics of the social, political, cultural and economic groups in United States history. **8.3.4.B.**Locate historical documents, artifacts, and places critical to United States history. **8.3.4.C.1.** Explain how continuity and change in U.S. history have influenced personal development and identity ● Belief systems and religion ● Commerce and industry ● Technology ● Politics and government

	person narrations (reading). ● Read and comprehend literature, including stories, dramas, and poetry (literature). ● Compose a poem rich in descriptive language and emotion (writing).	pg. 65. ● *Asians Come to America:* Refer to slides 30-33. Read pg. 66 and complete pg. 67. 4. <u>Show What You Know (15min)</u> ● Refer to slide 35. ● Read section 6 and the summary on pgs. 68-71. ● Students will complete pg. 72. <u>Study Your State (Optional)</u> ● Read pg. 73 ● Students will complete research to find out why people have moved to PA. ● Students will prepare a sales pitch to encourage someone to move to PA. <u>Optional Activities:</u> ● Read: *Clues from Cahokia* (pgs. 2-5 in the Social Studies Stories Reader) ○ slides and questions to practice studying artifacts available on the online curriculum under the unit projects tab ● Read: *The Mighty Mississippi* (pgs. 6-9 in the Social Studies Stories Reader) ○ slides and questions available on the online curriculum under the unit projects tab ● Read: *New York City: Layers of the Past* (pgs. 10-13 in the Social Studies Stories Reader) ○ slides and "history detective activity" available on the online curriculum under the unit projects tab		● Physical and human geography ● Social organizations **8.3.4.D.** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States. ● Ethnicity and race ● Working conditions ● Immigration ● Military conflict ● Economic stability

UNIT 2: The Northeast Region				
Unit 2 Essential Question: What is it like to live in the Northeast region and how does it compare to my own?				
Mandatory Textbook: Social Studies Alive! Regions of Our Country				
LESSON 4 (Weeks 8-9)				
Lesson 4 Overview	Take a video tour of the Northeast and write fun questions for each stop.			
Academic Vocabulary	canal, lock, mass production, peak, skyscrapers			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 4- What are different parts of the Northeast like?	Students will be able to… ● Categorize key elements of the economy, geography, government, history, and people of the Northeast. ● Use a map of the region to trace the route of a tour through the Northeast. ● Identify the advantages and disadvantages of democracy, mass production, and laws. ● Analyze working conditions in the	1. <u>Preview Activity (30 min)</u> ● Read the introduction on pg. 82. ● Review the maps on pgs. 82-83, facilitating discussion on the map key/symbols. ● Complete the preview activity on pg. 85, referring to slides 2-3. ● Review together, referring to slides 5-7. 2. <u>Vocabulary (10min)</u> ● Introduce vocabulary using slides 9-10. ● Complete pg. 86. ● Can review using slide 12. 3. <u>Hands-on Activity (45min)</u> ● Use slides 15-33. ● Students will watch a video clip on each section, answer a question pertaining to that section on the next slide, and then read about each “stop” in their book. Afterwards, students will write a question and corresponding answer that pertains to each section on pgs. 100-101.	● Show What You Know ● Discussions ● Written Responses (Hands-On Activity Notes) ● Lesson 4 TCI Assessment	**5.1.4.B**.Explain rules and laws for the classroom, school, community, and state. **5.1.4.C.** Explain the principles and ideals shaping local and state government. **5.1.4.D** Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution **5.1.4.F.** Identify state symbols, national symbols, and national holidays. **5.2.4.A.**Identify individual rights and needs and the rights and needs of others in the classroom, school, and

	textile mills of Lowell, Massachusetts. ● Interpret information presented in a multimedia format and explain how the information contributes to an understanding of the text in which it appears (reading) ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (writing).	4. <u>Show What You Know (20min)</u> ● Read the summary of the lesson. ● Students will label the map below with the nine stops on the tour of the Northeast and name their favorite part on the tour. <u>Study Your State (Optional)</u> ● Read pgs. 103-104 ● Students will pick 3 well-known cities in PA and find out the size, job opportunities, and points of interest of each. ● Students will then determine which city is the most important and present a convincing argument to a partner. <u>Optional Activities:</u> ● Read: *Lowell, Massachusetts: Factory Life* (pgs. 14-17 in the Social Studies Stories Reader) *slides and two activities (role-playing activity and reporter/interviewer activity) available on the online curriculum under the unit projects tab ● Read: *Inventing New Ways of Living* (pgs. 18-23 in the Social Studies Stories Reader) *slides and invention activity available on the online curriculum under the unit projects tab		community. **5.2.4.D.**Describe how citizens participate in school and community activities. **5.3.4.A.**Identify the roles of the three branches of government. **5.3.4.D**.Identify positions of authority at the local and state, and national level. **5.3.4.E.**Explain the voting process. **7.1.4.A.**Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.4.B**.Describe and locate places and regions as defined by physical and human features. **7.2.4.A**.Identify the physical characteristics of places and regions. **7.3.4.A.**Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities **7.4.4.A**.Identify the effect of the physical systems on people within a community.

				7.4.4.B. Identify the effect of people on the physical systems within a community. **8.1.4.A**. Identify and describe how geography and climate have influenced continuity and change over time. **8.3.4.B**. Locate historical documents, artifacts, and places critical to United States history. **8.3.4.C.** Explain how continuity and change in U.S history have influenced personal development and identity.
Supplemental Resources: **The Northeast Region (part 1)** **The Northeast Region (part 2)** **The Northeast Region (part 3)**				

LESSON 5 (Weeks 10-11)				
Lesson 5 Overview	Experience the population density of the Northeast and compare it to other locations in the United States. Create a comic strip that highlights life in the heavily populated areas of the Northeast.			
Academic Vocabulary	Megalopolis, pollution, population density			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 5- How do people live in the Northeast?	Students will be able to… ● Simulate the population density of the Northeast and compare it with that of other regions of the United States. ● Evaluate the effect of population density on the lives of urban-and-rural-dwelling northeasterners. ● Describe the relationship between inventions and changes in city life. ● Synthesize information from the reading into creative writing.	1. <u>Preview Activity (10min)</u> ● Use the preview slide to introduce Sammy Superhero and lead a discussion related to the slide questions. ● Read the Introduction on pg. 106. ● In the Preview Activity Notes on pg. 107, ask students to write or draw what Sammy Superhero thinks she will see in a crowded northeast city. 2. <u>Vocabulary (10min)</u> ● Introduce the lesson vocabulary and complete pg. 108, reviewing the answers on slide 7. 3. <u>Hands-On Activity: Experiencing Population Density (10min).</u> ● Prepare 35 sheets of paper per the directions on pg. 131 of the Teacher Manual. ● Follow the steps to facilitate the activity, using slides 9-15. ● Read pgs. 110-111 and complete the Hands-on Activity Notes on pg. 112. 4. <u>Hands-on Activity: Drawing a Comic About Life in the Northeast (45min)</u>	● Show What You Know (Comic Strip) ● Discussions ● Written Responses (Hands-On Activity Notes) ● Lesson 5 TCI Assessment	**7.1.4.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.4.B.**Describe and locate places and regions as defined by physical and human features. **7.3.4.A.** Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities **7.4.4.A.** Identify the effect of the physical systems on people within a community. **8.1.4.A.** Identify and describe how geography and climate have influenced continuity and change over time.

		● Read sections 3-7 as a class. ● Go over the Activity Overview slide (slides 19-21). ● Students will choose their own superhero to star in their comic. ● Students will complete the planning table on pg. 119. ● Provide students with time to create their comic on pg. 120 5. <u>Show What You Know (15min)</u> ● Read the summary and have students complete the "Show What you Know" on pg. 121-122. ● Ask students to share their responses to the lesson's Essential Question: *How do people live in the Northeast?* <u>Study Your State (Optional):</u> ● Read pgs. 123-124 ● Students will create a map to determine population density in PA ● Students will conduct research about various cities, analyzing the data. <u>Optional Activities:</u> ● Read: *Lowell, Massachusetts: Factory Life* (pgs. 14-17 in the Social Studies Stories Reader) ○ slides and two activities (role-playing activity and reporter/interviewer activity) available on the online curriculum under the unit projects tab ● Read: *Inventing New Ways of Living* (pgs. 18-23 in the Social Studies Stories Reader) ○ slides and invention activity available on the online curriculum under the unit projects tab		**8.3.4.C.** Explain how continuity and change in U.S. history have influenced personal development and identity. • Commerce and industry • Technology •Politics and government • Physical and human geography

UNIT 3 - The Southeast Region				
Unit 3 Essential Question: What is it like to live in the Southeast region and how does it compare to my own?				
Mandatory Textbook: Social Studies Alive! Regions of Our Country				
LESSON 6 (Week 12-13)				
Lesson 6 Overview	Use your "social science" glasses to analyze what you see as you explore the Southeast on this self-directed tour.			
Academic Vocabulary	Bayou, delta, hurricane, mineral, petroleum, plantation, savanna, segregation, strip mine, swamp			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 6 - What factors have shaped the culture of the Southeast?	Students will be able to… ● Apply map skills to locate nine important places in the Southeast. ● Use a map of the region to trace the route of a tour through the Southeast. ● Describe the major physical and human features of the Southeast. ● Identify the difficulties that early colonists faced in Jamestown,	1. <u>Preview (30min)</u> ● Read the introduction on pg. 132. ● Review the maps on pgs. 133-134, facilitating discussion on the map key/symbols. ● Complete the preview activity on pg. 135, referring to slides 2-3. ● Review together, referring to slides 5-7. 2. <u>Vocabulary (10min)</u> ● Introduce vocabulary using slide 12. ● Complete pg. 136. ● Can review using slide 13-14. 3. <u>Hands-On Activity: Tour the Southeast (30min)</u> ● Use slides 16-19 to introduce the activity to students. ● On slide 19, click on "1" to watch the video clip on The Everglades. After students watch the video clip, repeat this	● Show What You Know ● Discussions ● Written Responses (Hands-On Activity Notes) ● Lesson 6 TCI Assessment	**5.2.4.A** Identify individual rights and needs and the rights and needs of others in the classroom, school, and community. **6.3.4.A** Explain how government responds to social needs by providing public goods and services **7.1.4.A.** Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.4.B**. Describe and locate places and regions as defined by physical and human features. **7.2.4.A**. Identify the physical characteristics of places and regions.

	Virginia; some different southeastern musical traditions; and the ways in which life in America has changed since the civil rights movement. ● Gather information from audiovisual sources and share through discussions with others. ● Produce clear and coherent questions and answers that are appropriate to task, purpose, and audience.	process for "stops" 2-9. ● Students will complete pgs. 148-149 in their books: students will choose their 3 favorite stops, and read about them using pages 138-147. Then, they will describe the stop and ask a question from a social scientist's perspective. ● Debrief using the wrap-up on slide 21. <u>Note:</u> The directions do not require students to read all pages in the chapter for this assignment. You can build in additional time for them to read each section, especially if you are assessing them. Another option is to read each section after each "stop." 4. <u>Show What You Know (10min)</u> ● Read the summary as a class on pg. 150. ● On pg. 150, have students research a person, event, or object from the tour of the Southeast that they found interesting. Draw and label it, and then circle the glasses of the social scientist whose perspective they would like to learn more about. ● Ask students to share their responses to the lesson's Essential Question: *What factors have shaped the culture of the Southeast?* <u>Study Your State (Optional)</u> ● Read pgs. 151-152 ● Students will determine what landmark is the most important in PA. ● Students will research information about their landmark, and then try to convince their principal to send the class on a trip to see this landmark. ● Students can also write a persuasive		**7.3.4.A.** Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities **7.4.4.A**. Identify the effect of the physical systems on people within a community. **7.4.4.B.** Identify the effect of people on the physical systems within a community. **8.1.4.A**. Identify and describe how geography and climate have influenced continuity and change over time. **8.3.4.A**. Differentiate common characteristics of the social, political, cultural and economic groups in United States history. **8.3.4.C.** Explain how continuity and change in U.S history have influenced personal development and identity (physical and human geography; social organizations)

		letter and read their peer's letters. <u>Optional Activities:</u> ● Read: *The Quilters of Gee's Bend*(pgs. 25-28 in the Social Studies Stories Reader) ○ slides, questions, and quilt activity available on the online curriculum under the unit projects tab ● Read: *Hurricane Andrew* (pgs. 29-31 in the Social Studies Stories Reader) ○ slides, questions, and reporter activity available on the online curriculum under the unit projects tab		

Supplemental Resources:

The Southeast Region (part 1)

The Southeast Region (part 2)

The Southeast Region (part 3)

LESSON 7 (Weeks 14-15)				
Lesson 7 Overview	Create titles and captions for videos of geography in the Southeast			
Academic Vocabulary	Agriculture, fall line, floodplain, foothills, industry, natural resource, navigable, and tornado			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 7 - How has geography helped shape daily life in the Southeast?	Students will be able to… ● Interpret geographic information from special-purpose maps and images of the Southeast ● Hypothesize the effects of geography and read to confirm or correct. ● Apply what has been learned by identifying the effects of geography in their own community. ● Summarize ideas as written hypotheses (writing).	1. <u>Preview (10min)</u> ● Using the preview slide (slide 2), play the video of the logger train in motion. ● Discuss the background, why the logs are stacked that way, and where they might be going. ● Read the introduction on pg. 154. ● Complete the Preview Activity on pg. 155. 2. <u>Vocabulary (10min)</u> ● Using slides 5-7, introduce the vocabulary words for the lesson. ● Have students complete pg. 156, reviewing together using slide 8. ● Assess understanding by completing slides 9-10. 3. <u>Hands-On Activity: Effects of Geography on Life in the Southeast (40min)</u> ● Refer to slides 12-13 for directions to the activity and an introduction. ● Read pages 158-164. ● Complete the directions on slides 14-15 for practice before the activity. ● Place students in groups of 3. Refer to slide 16. Watch each video clip and have groups provide a title and caption for	● Show What You Know ● Discussions ● Written Responses (Hands-On Activity Notes) ● Lesson 7 TCI Assessment	**6.3.4.C** Explore ways in which tax revenues are used in the local community. **7.1.4.B.** Describe and locate places and regions as defined by physical and human features. **7.2.4.A**. Identify the physical characteristics of places and regions. **7.3.4.A.** Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities **7.4.4.A**. Identify the effect of the physical systems on people within a community. **7.4.4.B**. Identify the effect of people on the physical systems within a community. **8.1.4.A.** Identify and describe

		each clip. 4. <u>Extension: Last Group Standing (20min)</u> ● Refer to slides 19-28. ● Connect as many sections and vocabulary words to each video in a friendly competition. 5. <u>Show What You Know (15min)</u> ● Read the summary on pg. 166. ● Have students complete the "Show What you Know." ● Ask students to share their responses to the lesson's Essential Questions: *How has geography helped shape daily life in the Southeast?* <u>Study Your State (Optional):</u> ● Read pgs. 167-168. ● Students will research to find out natural resources found in PA. ● Students will pick one of our state's natural resources and determine what the biggest threat is to this natural resource. <u>Optional Activities:</u> ● Read: *The Quilters of Gee's Bend*(pgs. 25-28 in the Social Studies Stories Reader) ○ slides, questions, and quilt activity available on the online curriculum under the unit projects tab ● Read: *Hurricane Andrew* (pgs. 29-31 in the Social Studies Stories Reader) ○ slides, questions, and reporter activity available on the online curriculum under the unit projects tab		how geography and climate have influenced continuity and change over time. **8.3.4.C.** Explain how continuity and change in U.S history have influenced personal development and identity (physical and human geography; social organizations)

UNIT 4 - The Midwest Region				
Unit 4 Essential Question: What is it like to live in the Midwest region and how does it compare to my own?				
Mandatory Textbook: Social Studies Alive! Regions of Our Country				
LESSON 8 (Week 16-17)				
Lesson 8 Overview	Explore the Midwest on this self-directed tour and collect clues to reveal a secret word.			
Academic Vocabulary	Assembly line, feedlot, fertile, frontier, livestock, meatpacking, prairie, reservation, transportation hub			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 8- Why do we call the Midwest "America's Heartland?"	Students will be able to… ● Describe the major physical and human features of the Midwest. ● Apply map skills to locate nine important sites in the Midwest. ● Use a map of the region to trace the route of a tour through the Midwest. ● Categorize key elements of the economy, geography, transportation,	1. <u>Preview (30 min)</u> ● Show students slide 2 and explain that we will be focusing on the Midwest Region. ● As a class read the Introduction on pg. 176. ● Refer to slide 3. Students will complete the geography challenge with a partner or small group. Prior to the challenge review the maps on pgs. 177-178, referring to the map key and symbols. ● After students complete the geography challenge on pg. 179 review together as a class using slides 5-7. 2. <u>Vocabulary (10min)</u> ● Introduce the lesson vocabulary using slides 9-11. ● Have students complete pg. 180, using slide 12 to review the correct answers. ● To reinforce vocabulary words and	● Show What You Know ● Discussions ● Written Responses (Hands-On Activity Notes) ● Lesson 8 TCI Assessment	**6.3.4.C** Explore ways in which tax revenues are used in the local community. **7.1.4.A.**Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.4.B.**Describe and locate places and regions as defined by physical and human features. **7.2.4.A**.Identify the physical characteristics of places and regions. **8.3.4.C.** Explain how continuity and change in U.S history have influenced personal development and identity (physical and human geography; social organizations)

	history, and people of the Midwest over time. ● Use textual and visual clues to identify photographs of nine key landmarks in the Midwest. ● Interpret information presented in a multimedia format and explain how the information contributes to an understanding of the text in which it appears. ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience,	monitor understanding, guide students through slides 13-14. 3. <u>Hands-On Activity: Tour of the Midwest (25 min)</u> ● Refer to slide 17. As a whole group, click on stop 1 and read the information about St. Louis. Read the directions for the hidden letter and focus question. ● With a partner or small group, have students read the section on St. Louis in their books on pg.182 , underlining the answer to the focus question. ● Students will record their answers on pgs. 192-193. ● Repeat for stops 2-9. ● Review the answers together using slides 18-19. 4. <u>Show What You Know (15 min)</u> ● Read the summary on pg. 194. ● Students will complete the activity on pg. 194. <u>Study Your State (Optional):</u> ● Read pgs. 195-196 ● Students will research the biggest industries in PA. ● Students will pick an industry and answer the question: How has this industry affected our state? ● Students will organize their research using a timeline. <u>Optional Activities:</u> ● Read: *Detroit During World War 11* (pgs. 32-35 in the Social Studies Stories Reader) ○ slides and journal entries available		

		on the online curriculum under the unit projects tab ● Read: *Corn: Key Crop of the Midwest* (pgs. 36-39 in the Social Studies Stories Reader) ○ slides and a written response activity available on the online curriculum under the unit projects tab		

Supplemental Resources:

The Midwest Region (part 1)

The Midwest Region (part 2)

The Midwest Region (part 3)

Midwest Virtual Classroom

LESSON 9 (Weeks 18-19)				
Lesson 9 Overview	Focus on one reading section as you learn about how farming has changed over the years. Present information to others while you learn from them as well.			
Academic Vocabulary	Agribusiness, canning, combine, dairy, fertilizer, pesticide, reaper, self-sufficient, sod			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 9 -How has farming changed in the Midwest over time?	Students will be able to… ● Read graphs, charts, and numerical information from text and other sources. ● Analyze images. ● Compare and contrast farm size, farm technologies, and farm life from 1800 to today.	1. <u>Preview (10min)</u> ● Refer to slide 2 and watch the video about farming ● Read the Introduction on pg. 198. ● Refer to slide 3 and complete pg. 199 2. <u>Vocabulary (10min)</u> ● Introduce the lesson vocabulary using slides 5-7. ● Students will complete pg. 200 and review together using slide 8. ● Use slides 9-10 to reinforce vocabulary words. 3. <u>Hands-On Activity: Completing a Jigsaw About Agricultural Changes (40min)</u> ● Refer to slide 12 for the directions to the activity. ● Place students in partners or groups of three (should have 9 groups) ● Each group will read a section from the text and record 2 pieces of information that they learned in the chart on pg. 212. ● Jigsaw Share: Refer to slide 14. Have "experts" in each area share their findings. Read each section as a class or have students read independently	● Exit Tickets/Show What You Know ● Discussions ● Group Activities ● Written Responses (Hands-On Activity Notes) ● Lesson 9 TCI Assessment	**6.3.4.B** Identify and describe the impact of government involvement in state and national economic activities **6.3.4.C** Explore ways in which tax revenues are used in the local community **7.3.4.A.** Identify the human characteristics of places and regions using the following criteria: ● Population ● Culture ● Settlement ● Economic activities ● Political activities **7.4.4.A**.Identify the effect of the physical systems on people within a community. **7.4.4.B**.Identify the effect of people on the physical systems within a community. **8.1.4.A**.Identify and describe how geography and climate have influenced continuity and change over time.

		before/after sharing. 4. <u>Hands-On Activity: Trading Farming Information (45min)</u> ● Refer to slide 16 for directions to the activity. ● Go through slides 17-21, completing the activity. ● <u>*Note:*</u> if the presentation on pg. 20 will not work for your group, adapt the activity by having each pair come up and present their findings to the class while you display the activity card. Facilitate discussion as a class. 5. <u>Extension: Local Family Farms (15min)</u> ● Refer to slide 23. ● Brainstorm local family farms in the area (Linden Creek, The Springhouse, etc.) 6. <u>Show What You Know (15min)</u> ● Read the summary on pg. 213 ● Refer to slide 25 to guide students in expectations for the activity. ● Have students complete pgs. 213-214. <u>Study Your State (Optional):</u> ● Read pgs. 215-216. ● Students will conduct research to make a list of PA's farm products. ● Students will make a map of the state that shows how agriculture affects the land and the people. <u>Optional Activities:</u> ● Read: *Detroit During World War 11* (pgs. 32-35 in the Social Studies Stories Reader) ○ slides and journal entries available		**8.3.4.C** Explain how continuity and change in U.S. history have influenced personal development and identity. ● Belief system and religions ● Commerce and industry ● Politics and government ● Physical and human geography ● Social organization **17.2.3-5.A** Describe how people receive income (e.g. work, gifts, renting property to others) **17.2.3-5.C** Explain ways people improve their ability to earn income through education, training and experience. **17.5.3-5.A** Describe how unexpected events could impact a person's finances (e.g., floods, automobile accidents, illnesses)

		on the online curriculum under the unit projects tab ● Read: *Corn: Key Crop of the Midwest* (pgs. 36-39 in the Social Studies Stories Reader) ○ slides and a written response activity available on the online curriculum under the unit projects tab		

UNIT 5: Lesson 10: A Tour of the Southwest				
Unit 5 Essential Question: What is it like to live in the Southwest region and how does it compare to my own?				
Mandatory Textbook: Social Studies Alive! Regions of Our Country				
LESSON 10 (Weeks 20-21)				
Lesson 10 Overview	Construct a shoebox diorama that will act as one of nine tour stops in the Southwest. Share your diorama and the perspectives of three inhabitants on the geography and history of the area.			
Academic Vocabulary	adapt. aqueduct, border, canyon, capital, cavern, dam, desert, mesa, mission, rebellion			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 10- How have geography and history shaped life in the Southwest?	Students will be able to… ● Work cooperatively with others to create a product that showcases the history and geography of the Southwest. ● Tell the story of a geographic place through multiple perspectives. ● Trace the path of a tour through the Southwest on a map of the region. ● Interpret information	1. <u>Preview Activity (30 min)</u> ● Read the introduction on pg. 224. ● Review the maps on pgs. 225/226, facilitating discussion on the map key/symbols. ● Complete the preview activity on pg.227, referring to slides 2-7. ● Review together. 2. <u>Vocabulary (10min)</u> ● Introduce vocabulary using slides 9-14. ● Complete pg. 228. ● Can review using slide 14. 3. <u>Hands-on Activity (45min)</u> ● Use slides 16 - 18. ● Students construct a shoebox diorama that will act as one of nine tour stops in the Southwest. ● Students read pages 230 - 239 for information about each “stop”. Students	● Exit Tickets/Show What You Know ● Discussions ● Written Responses ● Shoebox Diorama (Can use pages 243/244 as assessment) ● Unit 5 TCI Assessment	**5.3.4D** Identify positions of authority at the local and state, and national level. **5.3.4F** Explain how different perspectives can lead to conflict. **7.1.4.A** Describe how common geographic tools are used to organize and interpret information about people, places, and environment **7.2.4.A.** Identify the physical characteristics of places and regions. **7.3.4A** Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic

	presented in a multimedia format and explain how the information contributes to an understanding of the text in which it appears. (reading) ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (writing)	must answer the following questions about each "stop" ● Students use page 240-242 as guide for group work/discussion ● Students complete pages 243/244 to answer the following questions. ○ Where on the map of the Southwest is your tour stop located? ○ How has geography shaped life at your tour stop? ○ How has history shaped life at your tour stop? 4. <u>Hands-on Activity (45min)</u> ● Use slides 20 - 24. ● Students share dioramas and the perspectives of three inhabitants on the geography and history of the area. 5. <u>Show What You Know (20min)</u> ● Use slide 26 ● Read the summary of the lesson. Page 245.. ● Students match the nine stops on the Southwest tour to their corresponding sticker on a big rig truck. ● Students can complete page 246 6. <u>Study Your State</u> ● Use slides 28029 ● Read pages 247-248 ● Students research PA landforms (Appalachians, Valleys, Etc) ● Students can create a landform map of PA ○ There is an online resource to do this, if you like. ○ Consider using a blank PA Map		Activities **7.4.4A** Identify the effect of the physical systems on people within a community. **7.4.4B** Identify the effect of people on the physical systems within a community. **8.1.4A** Identify and describe how geography and climate have influenced continuity and change over time. **8.1.4C** Identify a specific research topic and develop questions relating to the research topic. **8.2.4C** Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief Systems, Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography; Social Organizations **8.3.4A** Differentiate common characteristics of the social, political, cultural and economic groups in United States history. **8.3.4B** Locate historical documents, artifacts, and places critical to United States history. **8.3.4C** Explain how continuity and change in U.S. history have influenced personal development and identity:

				Commerce and Industry **8.3.4.D.** Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States. Identity. **8.4.4C** Explain how continuity and change in world history have influenced personal development and identity. ● Belief systems and Religions ● Commerce and Industry ● Technology ● Politics and government ● Physical and human Geography ● Social organizations
Supplemental Resources: **Social Studies Stories:** Unit 5 Southwest (Social Studies Stories - Freedom or Die)				

LESSON 11 (Weeks 22-23)				
Lesson 11 Overview	Write the episode descriptions for the Colorado River series. Plan a documentary trailer about the future of the Colorado River.			
Academic Vocabulary	conservation, drought, habitat, irrigation, municipality, reservoir, river basin, wastewater			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 11- How do people depend on the Colorado River and share its water?	Students will be able to… ● Identify geographic features in the Colorado River basin. ● Identify the impact of limited resources on people. ● Write about the history of the Colorado River and how water usage from the river has evolved over time. ● • Complete reading notes by appropriately placing key content terms from reference text. (writing) ● Compose a storyboard for a	1. <u>Preview Activity (10 min)</u> ● Use slides 2 - 4. ● Watch a short documentary video to start exploration of the Colorado River. ● Read introduction, page 250. ● Students write a description to convince people to watch a documentary series called The Mighty Colorado River. (Page 251) 2. <u>Vocabulary (10min)</u> ● Introduce vocabulary using slides 6 - 11. ● Complete pg. 251. ● Can review using slides 10/11.. 3. <u>Hands-on Activity (20 min)</u> ● Use slides 13 - 15.. ● Read pages 253-258. ● Students complete page 259. 4. <u>Hands-on Activity (45min)</u> ● Use slides 17 - 20. ● Students write the episode descriptions for the Colorado River series. ● Read pages 260 - 265 for information ● Complete pages 266/267 ○ Consider creating a video segment for Hands-On Activity	● Exit Tickets/Show What You Know ● Discussions ● Written Responses ● Hands on Activity (Presentation) ● Unit 5 TCI Assessment	**5.1.4F** Identify state symbols, national symbols, and national holidays. **5.3.4C** Identify the services performed by local and state governments. **5.3.4F** Explain how different perspectives can lead to conflict. **6.1.4A** Identify scarcity of resources in a local community. **6.1.4B** Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services. **6.3.4.A**. Explain how government responds to social needs by providing public goods and services. **6.3.4.C**. Explore ways in which tax revenues are used in local community. **6.5.4.B.** Identify the requirements for different careers and

	trailer. (writing) ● Share a completed trailer or storyboard presentation. (speaking and listening	5. <u>Show What You Know (15 min)</u> ● Use slide 22 ● Read the summary of the lesson. Page 268.. ● Students create a poster to educate people about future water use challenges in the Colorado River basin.. 6. <u>Study Your State</u> ● Use slides 24/25 ● Read pages 269-270 ● Students research the biggest water issues in PA (contamination, etc.) ● Students write a 4 paragraph essay addressing: ○ Describe the important water problem that PA faces ○ Two or more ways that people can help solve the problem ○ A prediction of how the water issue may be improved if people worked together		occupations. **7.1.4.A** Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.4.B.** Describe and locate places and regions as defined by physical and human features. **7.2.4.A** Identify the physical characteristics of places and regions. **7.3.4A** Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities **7.4.4A** Identify the effect of the physical systems on people within a community. **7.4.4B** Identify the effect of people on the physical systems within a community. **8.1.4A** Identify and describe how geography and climate have influenced continuity and change over time. **8.1.4C** Identify a specific research topic and develop questions relating to the research topic. **8.2.4C** Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief Systems, Religions, Commerce

				and Industry, Technology, Politics and Government, Physical and Human Geography; Social Organizations **8.3.4A** Differentiate common characteristics of the social, political, cultural and economic groups in United States history. **8.3.4B** Locate historical documents, artifacts, and places critical to United States history. **8.3.4C** Explain how continuity and change in U.S. history have influenced personal development and identity: Commerce and Industry **8.3.4.D.** Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States. Identity. **8.4.4C** Explain how continuity and change in world history have influenced personal development and identity. ● Belief systems and Religion ● Commerce and Industry ● Technology ● Politics and Government ● Physical and human Geography ● Social organizations

				8.4.4D Distinguish between conflict and cooperation among groups and organizations that impacted development of the history of the world.

Supplemental Resources:

Social Studies Stories: Unit 5-Southwest (Social Studies Stories - At Home in the Grand Canyon)

UNIT 6: Lesson 1: A Tour of the West				
Unit 6 Essential Question: What are the features that have drawn people to the West?				
Mandatory Textbook: Social Studies Alive! Regions of Our Country				
LESSON 12 (Weeks 24-25)				
Lesson 12 Overview	Complete a scavenger hunt while touring the West and learn why people are drawn to each location			
Academic Vocabulary	pass, expedition, geyer, technology, gorge			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 12- What is it like to live in the West region and how does it compare to my own?	Students will be able to… ● Identify reasons why the West has attracted people. ● Apply map skills to locate nine important sites in the West. ● Trace the path of a tour through the West on a map of the region. ● Describe the physical and human features of the West. ● Interpret information presented in a multimedia format	1. <u>Preview Activity (20 min)</u> ● Read the introduction on pg. 278. ● Review the maps on pgs. 279/280, facilitating discussion on the map key/symbols. ● Complete the preview activity on pg.280, referring to slides 2-3. ● Review together, referring to slides 2-8. 2. <u>Vocabulary (10min)</u> ● Introduce vocabulary using slides 9-12. ● Complete pg. 281. ● Can review using slide 12. 3. <u>Hands-on Activity (45min)</u> ● Use slides 14 - 17. ● Students complete a Scavenger Hunt by exploring each “stop” in the West. ● Students read pages 284 - 292 to answer corresponding “clues” about each destination. ● Students record answers on page 293.	● Exit Tickets/Show What You Know ● Discussions ● Written Responses ● Unit 6 TCI Assessment	**6.1.4A** Identify scarcity of resources in a local community. **6.1.4D** Explain what influences the choices people make **7.1.4.A** Describe how common geographic tools are used to organize and interpret information about people, places, and environment **7.1.4B** Describe and locate places and regions as defined by physical and human features. **7.2.4.A.** Identify the physical characteristics of places and regions. **7.2.4B** Identify the basic physical processes that affect the physical characteristics of places and regions.

	and explain how the information contributes to an understanding of the text in which it appears. (reading) ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (writing)	4. <u>Show What You Know (20min)</u> ● Read the summary of the lesson. ● Students choose their favorite stop on the tour of the West. Research the area Online to learn about other attractions there. Write about three new things they learned about the area and why people might want to visit. 5. <u>Nominate Your State</u> ● Read pages 297- 298 ● Students research PA state symbols (Ex. State flag, bird, animal. etc.) ● Students can create a poster/GoogleSlide Presentation/Teacher Choice ○ This can be done individually or as a class.		**7.3.4A** Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities **7.4.4A** Identify the effect of the physical systems on people within a community. **8.1.4A** Identify and describe how geography and climate have influenced continuity and change over time. **8.2.4A** Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. **8.2.4B** Locate historical documents, artifacts, and places critical to Pennsylvania history **8.2.4C** Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief Systems, Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography; Social Organizations **8.3.4B** Locate historical documents, artifacts, and places critical to United States history. **8.3.4C** Explain how continuity and change in U.S. history have influenced personal development and identity: Commerce and Industry

				8.3.4.D. Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States. Identity.
Supplemental Resources: **Social Studies Stories:** Unit 6-Northeast (Social Studies Stories - Exploring the Pacific Crest Trail)				

LESSON 13 (Weeks 26-27)				
Lesson 13 Overview	Solve a case of missing landmarks to learn more about western cities. Analyze a text exchange to prevent the thieves from shrinking the next landmark			
Academic Vocabulary	mint, oasis			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 13- What attracts people to the cities of the West?	Students will be able to… ● Identify characteristics of the geography, history, people, economy, and recreational activities of seven cities in the West. ● Identify ways in which people in Portland, Oregon, keep the city beautiful and help the environment. ● Use latitude and longitude to locate places on a map ● Synthesize information from the reading and find similarities in other text. (reading)	1. <u>Preview Activity (5 min)</u> ● Watch a video trailer with landmarks in western cities. ● Read the introduction on pg. 300. ● Complete the preview activity on pg. 301, referring to slides 2-3. 2. <u>Vocabulary (10min)</u> ● Introduce vocabulary using slides 5- 7. ● Complete pg. 302. ● Can review using slide 7. 3. <u>Hands-on Activity (40 min)</u> ● Use slides 9 - 13. ● Students solve a case of missing landmarks to learn more about western cities. ● Students read pages 303 - 318 to answer corresponding “clues” about each landmark and destination. 4. <u>Hands On Activity: Catching a Thief (10min)</u> ● Use Slides 15 - 18 ● Students analyze a text exchange to prevent the thieves from shrinking the next landmark.	● Exit Tickets/Show What You Know ● Discussions ● Written Responses ● Lesson 6 TCI Assessment	**7.1.4.A** Describe how common geographic tools are used to organize and interpret information about people, places, and environment **7.1.4B** Describe and locate places and regions as defined by physical and human features. **7.2.4.A.** Identify the physical characteristics of places and regions. **7.3.4A** Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities **7.4.4A** Identify the effect of the physical systems on people within a community. **7.4.4B** Identify the effect of people on the physical systems within a community. **8.1.4A** Identify and describe how

		● Students record answers on page 319/320. 5. <u>Show What You Know: (15)min</u> ● Use Slide 20 ● Read page 321 ● Students research PA state landmark (Liberty Bell, Independence Hall, Gettysburg, etc.) ● Students list two to three other facts about your location that could help someone figure out where the landmark is located. ● Students draw landmark ● This can be completed on pages 321/322. ○ This can be done individually or as a class. 6. <u>Study Your State</u> ● Use slides 22 - 23 ● Read pages 323/324 ● Students research destinations for outdoor "fun" in PA ● Students create brochure or "website" showcasing these destinations. ○ https://www.visitpa.com/things-to-do/outdoor-adventures/		geography and climate have influenced continuity and change over time. **8.1.4B** Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. **8.1.4C** Identify a specific research topic and develop questions relating to the research topic. **8.2.4A** Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. **8.2.4C** Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief Systems, Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography; Social Organizations **8.2.4D** Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania: Ethnicity and Race, Working Conditions, Immigration, Military Conflict, Economics Stability **8.3.4A** Differentiate common characteristics of the social, political, cultural and economic groups in United States history. **8.3.4B** Locate historical documents, artifacts, and places

				critical to United States history. **8.3.4C** Explain how continuity and change in U.S. history have influenced personal development and identity: Commerce and Industry **8.3.4.D.** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States. identity.
Supplemental Resources: **Social Studies Stories:** Unit 6: Portland Oregon, Green and Clean				

UNIT 7: Lesson 14: The Geography of Your State				
Unit 7 Essential Question: How can I use inquiry to learn about my state?				
Mandatory Textbook: Social Studies Alive! Regions of Our Country				
LESSON 14 (Weeks 28-29)				
Lesson 14 Overview	Explore the tools geographers use as you create a state geography game that connects to history, economics, and more. Play a state geography game with a partner.			
Academic Vocabulary	demographics, geographic inquiry process,			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 14- How has geography influenced life in your state?	Students will be able to… ● Identify the major geographic features of their state. ● Research state demographics, history, and economics using the geographic inquiry process, and showcase the information using a chart, graph, or maps. ● Create a trivia game that details the geography of their state.	1. <u>Preview Activity (10 min)</u> ● Use Slides 2 - 5 ● Decode a clue to answer a trivia question about geography ● Read the introduction on pg. 332. ● Complete the preview activity on pg. 333, referring to slides 5. 2. <u>Vocabulary (10min)</u> ● Introduce vocabulary using slides 7-9. ● Complete pg. 334. ● Can review using slide 9. 3. <u>Hands-on Activity (40 min)</u> ● Use slides 11 - 23. ● Students explore the tools that geographers use as you create a state geography game that connects to history, economics, and more. ● Students read pages 336 - 343. ● Students complete pages 341-342.	● Exit Tickets/Show What You Know ● Discussions ● Written Responses ● Lesson 7 TCI Assessment	**7.1.4.A** Describe how common geographic tools are used to organize and interpret information about people, places, and environment **7.1.4B** Describe and locate places and regions as defined by physical and human features. **7.2.4.A.** Identify the physical characteristics of places and regions. **7.3.4A** Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities **7.4.4A** Identify the effect of the physical systems on people within a community.

	● Find information using maps, books, and the internet. (reading)	4. <u>Hands On Activity: (30 min)</u> ● Use Slides 25 - 27. ● Students play a state geography trivia game with a partner. ● Students complete page 343 ● Refer to Slide 26 for game. 5. <u>Show What You Know: (10 min)</u> ● Use Slide 29 ● Read summary on page 344. ● Students write three questions.about Pennsylvania geography ○ one that features demographics of your state ○ one that connects geography and history ○ one that connects geography and economics ● This can be completed on page 344.. ○ This can be done individually or as a class. 6. <u>Study Your State</u> ● Use slides 31 - 32. ● Read pages 345/346 ● Students research a location in PA that has “changed” over time. ● Students create poster with photographs or pictures of before/after.		**7.4.4B** Identify the effect of people on the physical systems within a community. **8.1.4A** Identify and describe how geography and climate have influenced continuity and change over time. **8.1.4B** Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. **8.1.4C** Identify a specific research topic and develop questions relating to the research topic. **8.2.4C** Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief Systems, Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography; Social Organizations **8.3.4B** Locate historical documents, artifacts, and places critical to United States history. **8.3.4C** Explain how continuity and change in U.S. history have influenced personal development and identity: Commerce and Industry
Supplemental Resources: **Social Studies Stories:** Unit 7: **Uncovering the Secrets of Ozette**				

LESSON 15 (Weeks 30-31)				
Lesson 15 Overview	Learn the difference between primary and secondary sources and understand why people study the past. Research primary or secondary sources related to your state's history through three time periods.			
Academic Vocabulary	primary source, secondary source			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 15 - How has geography influenced life in your state?	Students will be able to… ● Sequence events on a timeline. ● Identify primary and secondary sources of information. ● Identify details of the settlement, growth, and development of your state. ● Research important events specific to your state's history. ● Write captions for primary sources that explain an artifact's significance.	1. <u>Preview Activity (10 min)</u> ● Use Slides 2 - 3 ● Students explore the connection between looking at old items and studying history. ● Read the introduction on pg. 348-349. ● Complete the preview activity on pg. 349, referring to slide 3.. 2. <u>Vocabulary (10min)</u> ● Introduce vocabulary using slides 5-7. ● Complete pg. 350. ● Can review using slide 7. 3. <u>Hands-on Activity (20 min)</u> ● Use slides 9 - 12. ● Students learn the difference between primary and secondary sources and understand why people study the past. ● Students read pages 351-354. ● Students complete pages 354. 4. <u>Hands On Activity: (50 min)</u> ● Use Slides 14 - 21. ● Students research primary or secondary sources that relate to your state's history through three time periods. ● Students read pages 355 - 359. ● Students display and present three primary or	● Exit Tickets/Show What You Know ● Discussions ● Written Responses ● Lesson 7 TCI Assessment	**7.1.4.A** Describe how common geographic tools are used to organize and interpret information about people, places, and environment **7.1.4B** Describe and locate places and regions as defined by physical and human features. **8.1.4B** Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. **8.1.4C** Identify a specific research topic and develop questions relating to the research topic. **8.2.4.A** Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. **8.2.4.B** Locate historical documents, artifacts, and places critical to Pennsylvania history. **8.2.4C** Explain how continuity and change in Pennsylvania history have

	(writing) ● Speak and give an explanation backed by evidence to support a position. (speaking)	secondary sources of your state's history through three time periods. (Page 359) ● Refer to Slides 18 - 21 for presentation. 5. <u>Show What You Know: (10 min)</u> ● Use Slide 23 ● Read summary on page 360.. ● Students research 3 facts about a famous Pennsylvanian and 3 reliable research sources. ● This can be completed on page 360. ○ This can be done individually or as a class. 6. <u>Study Your State</u> ● Use slides 25 - 26. ● Read pages 361/362 ● Students research most important event in PA history. ● Students create presentation with facts about event. ○ https://kids.nationalgeographic.com/geography/states/article/pennsylvania ○ https://kids.britannica.com/kids/article/Pennsylvania/345516		influenced personal development and identity: Belief Systems, Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography; Social Organizations **8.2.4D** Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pennsylvania: Ethnicity and Race, Working Conditions, Immigration, Military Conflict, Economics Stability **8.3.4A** Differentiate common characteristics of the social, political, cultural and economic groups in United States history. **8.3.4B** Locate historical documents, artifacts, and places critical to United States history. **8.3.4C** Explain how continuity and change in U.S. history have influenced personal development and identity: Commerce and Industry **8.3.4D** Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
Supplemental Resources: **Social Studies Stories:** Unit 7: **Lost and Found**				

LESSON 16 (Weeks 32-33)				
Lesson 16 Overview	Learn how to spot economics all around you. Research economics in your state and collect images that showcase everyday economics.			
Academic Vocabulary	budget, factors of production, market, scarcity, tax			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 16 - What do you need to know to understand your state's economy?	Students will be able to… ● Identify the primary economic activities in your state. ● Identify the three factors of production. ● Explain how the geography and natural resources of your state relate to your state's economic activities. ● Take or collect images that showcase everyday economics. ● Make choices about whether to spend or save money. ● Research and	1. <u>Preview Activity (10 min)</u> ● Use Slides 2 - 3 ● Students spot economic concepts in a picture of everyday life. ● Read the introduction on pg. 364 - 365. ● Complete the preview activity on pg. 365, referring to slide 3.. 2. <u>Vocabulary (5 min)</u> ● Introduce vocabulary using slides 5-8. ● Complete pg. 356. ● Can review using slides 7/8. 3. <u>Hands-on Activity (55 min)</u> ● Use slides 10 - 18. ● Students Learn how to spot economics all around you. Research economics in your state and collect images that showcase everyday economics. ● Extension: Students share photos and captions of economic concepts with others ● Students read pages 367 - 375. ● Students complete pages 374/375. 4. <u>Show What You Know: (10 min)</u>	● Exit Tickets/Show What You Know ● Discussions ● Written Responses ● Lesson 7 TCI Assessment	**5.1.4B** Explain rules and laws for the classroom, school, community, and state. **5.3.4C** Identify the services performed by local and state governments. **6.1.4.A.** Identify scarcity of resources in a local community. **6.1.4.B** Recognize the difference between basic needs and wants. **6.1.4.C.** Illustrate what individuals or organizations give up when making a choice. **6.1.4D** Explain what influences the choices people make. **6.2.4A** Explain how a product moves from production to consumption. **6.2.4B** Determine how sellers compete with one another.

	organize information on your state's economy. (reading and writing) ● Orally present information about one aspect of your state's economy. (speaking)	● Use Slide 20 ● Read summary on page 376. ● Students study an image and write sentences to explain how economic vocabulary terms are linked to the image. 5. <u>Study Your State</u> ● Use slides 22 - 23.. ● Read pages 377/378 ● Students research businesses that provide many jobs in your state and the top products made or grown in your state. ● Students create presentations with information about businesses/products associated with PA. ○ Examples includeL Cencora, Comcast, PNC, Kraft/Heinz, Aramark, US Steel, Hershey, Utz, Tastycake, Just Born, Dick's Sporting Goods, Crayola, Harley-Davidson, Zippo		**6.2.4D** Explain the role of buyers and sellers in determining prices of products. **6.2.4.E.** Explain why local businesses open and close. **6.2.4.F** Describe the role of a private economic institution in the local community. **6.2.4.G** What to produce? How to produce it? For Whom to produce it? **6.3.4.A** Explain how government responds to social needs by providing public goods and services **6.3.4.B** Identify and describe the impact of government involvement in state and national economic activities **6.3.4.C** Explore ways in which tax revenues are used in the local community **6.4.4.A** List and explain factors that promote specialization and division of labor. **6.4.4.B** Explain why nations trade. **6.5.4.B** Identify the requirements for different careers and occupations.

				6.5.4.G Compare different ways people save **7.3.4.A** Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic Activities, Political Activities **8.1.4B** Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. **8.1.4C** Identify a specific research topic and develop questions relating to the research topic. **8.2.4.A** Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. **8.2.4.B** Locate historical documents, artifacts, and places critical to Pennsylvania history. **8.2.4C** Explain how continuity and change in Pennsylvania history have influenced personal development and identity: Belief Systems, Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography; Social Organizations **8.2.4D** Distinguish between conflict and cooperation among groups and organizations that

				impacted the history and development of Pennsylvania: Ethnicity and Race, Working Conditions, Immigration, Military Conflict, Economics Stability **8.3.4A** Differentiate common characteristics of the social, political, cultural and economic groups in United States history. **8.3.4C** Explain how continuity and change in U.S. history have influenced personal development and identity: Commerce and Industry **8.3.4D** Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
Supplemental Resources: **Social Studies Stories:** Unit 7: **Doing Real Work in the Real World**				

FINANCIAL LITERACY LESSON (Weeks 34) **Duration: 60 minutes**				
Lesson Overview	This lesson provides students with the opportunity to understand the difference between using cash and credit. Students will analyze what makes a reliable buyer, examine how credit works, and determine when it is beneficial to utilize both forms of payment.			
Supplemental Resources	National Education Association NEA Online Website TD Bank: Credit and Borrowing Banzai Banzai Website			
Academic Vocabulary	Credit, interest, reliability			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
When should you use cash to buy something? When should you use credit to buy something? What is a credit card? How does it work? What are the characteristics of a responsible borrower?	After finishing this lesson, students will be able to: • Determine when it would be best to spend cash or credit on a purchase • List the positives and negatives of using cash and credit • Define credit • Distinguish between responsible and irresponsible borrowing practices	1. Click the link below and follow the guided lesson plan. TD Bank: Credit and Borrowing Materials needed: lesson plan, printed Scenario cards, printed PMI worksheets, Frayer model worksheet Optional Activities: 1. You can use the video clip below to either introduce or wrap up the lesson (3min 58sec): Cash verse Credit Video Clip 2. Access Banzai Website • Click on *Unit 1: Elementary*	• PMI worksheets • Frayer model worksheet • Classroom Discussion • Banzai Post-test	**17.1.3-5.C** Explain how life circumstances and experiences can alter attitudes towards money. **17.1.3-5.D** Identify financial decisions people make that may not be in their best interest. **17.6.3-5.A** Identify traits that could impact a person's ability to borrow money or items. **17.6.3-5.C** Identify goods and services people often pay for overtime using a credit card. **17.6.3-5.D** Describe how using a credit card is a form of borrowing. **17.6.3-5.E** Explain why borrowers might be asked to repay more than they initially borrowed (e.g., interest, fees).

		Finance ● Click on “Enter” under Lemonade Tycoon. ● Students can take a pre-test, learn about financial decisions by running a virtual lemonade stand, practice lesson vocabulary, and take the post-test (1-2hr) ● Note: you could also play the game/answer the questions as a whole class		

LESSON 17 (Weeks 35-36)				
Lesson 17 Overview	Learn about your state government while creating a puzzle game. .			
Academic Vocabulary	bill, citizen, federal government, legislator, local government, republic, state constitution, state government, system of checks and balances			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 17 - How does your state's government work?	Students will be able to… ● Identify state problems and propose solutions. ● Define the three branches of state government and describe what ● each branch does. ● Identify rights and responsibilities of citizens. ● Describe the process of how an idea becomes a state law. (writing) ● Design an escape room-like game by using word codes. (writing)	1. <u>Preview Activity (15 min)</u> ● Use Slides 2 - 3 ● Students find a hidden message to solve a puzzle ● Read the introduction on pg. 380 - 381. ● Complete the preview activity on pg. 381, referring to slide 3.. 2. <u>Vocabulary (10 min)</u> ● Introduce vocabulary using slides 5-10. ● Complete pg. 382. ● Can review using slides 10. 3. <u>Hands-on Activity (60 min)</u> ● Use slides 12 - 18. ● Students learn about PA state government while creating a puzzle game. ● Extension: Students trade puzzles with another group to learn more about PA state government while testing puzzle-solving skills. ● Students read pages 383-393. ● Students create a government puzzle following pages 390-393.	● Exit Tickets/Show What You Know ● Discussions ● Written Responses ● Lesson 7 TCI Assessment	**5.1.4A** Examine school rules and consequences. **5.1.4B** Explain rules and laws for the classroom, school, community, and state. **5.1.4C** Explain the principles and ideals shaping local and state government.: Liberty/Freedom, Democracy, Justice, Equality **5.1.4D** Identify key ideas about government found in significant documents: Declaration of Independence. United States Constitution, Bill of Rights, PA Constitution **5.2.4A** Identify individual rights and needs and the rights and needs of others in the classroom, school, and community. **5.2.4C** Describe the roles of leadership and public service in school, community, state, and nation.

		4. <u>Show What You Know: (10 min)</u> ● Use Slide 19 ● Read summary on page 394. ● Students decode questions with a cipher to reflect on the government of PA 5. <u>Study Your State</u> ● Use slides 21 - 22.. ● Read pages 395/396 ● Students create a new rule for class or school		**5.2.4D** Describe how citizens participate in school and community activities. **5.3.4A** Identify the roles of the three branches of government. **5.3.4C** Identify the services performed by local and state governments. **5.3.4D** Identify positions of authority at the local and state, and national level. **5.3.4E** Explain the voting process. **5.3.4F** Explain how different perspectives can lead to conflict. **5.3.4G** Identify individual interests and explain ways to influence others. **6.3.4.A** Explain how government responds to social needs by providing public goods and services **6.3.4.B** Identify and describe the impact of government involvement in state and national economic activities **6.3.4.C** Explore ways in which tax revenues are used in the local community **8.1.4C** Identify a specific research topic and develop questions relating to the research topic. **8.2.4C** Explain how continuity and change in Pennsylvania history have influenced personal

				development and identity: Belief Systems, Religions, Commerce and Industry, Technology, Politics and Government, Physical and Human Geography; Social Organizations **8.3.4A** Differentiate common characteristics of the social, political, cultural and economic groups in United States history. **8.3.4B** Locate historical documents, artifacts, and places critical to United States history. **8.3.4C** Explain how continuity and change in U.S. history have influenced personal development and identity: Commerce and Industry **8.3.4D** Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States. ● Ethnicity and race ● Working conditions ● Immigration ● Military conflict ● Economic stability
Supplemental Resources: **Social Studies Stories:** Unit 7: **Student Citizens Help Make Laws**				