

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Social Studies

Grade Level:

4th Grade

Date of Board Approval: _____2016_____

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Planned Instruction

Title of Planned Instruction: Social Studies Curriculum

Subject Area: Social Studies

Grade(s): 4th

Course Description:

The fourth grade Social Studies course is designed to develop an understanding of the physical and political makeup of the United States. Students will use the concepts of geography, history, sociology, economics, and civics previously learned in the third grade curriculum to foster a deeper understanding of the physical characteristics, human characteristics, and the interactions between both in the regions of the United States.

The curriculum is aligned with the PA Standards, PA Assessment Anchors, and the PA Core Standards. The curriculum is designed to meet the needs of all students. Students will utilize various reading and writing projects, independent and cooperative projects, Internet research, to assist them in applying, analyzing, and evaluating information.

Time/Credit for the Course: 1 year

Curriculum Writing Committee: Kathy Tschop, Brian Felkowski, Marty Gurian

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Curriculum Map

Unit: Marking Period One-Overview with time range in days:

- There are two units in marking period 1;The history and geography of Pennsylvania.

Marking Period One -Goals:

- What are the landforms of PA?
- What is the history of PA and how did it shape the history of the rest of the US?
- What role did PA play in the founding of the nation?

Identify who the early PA settlers were; describe life in the PA colony; Identify landforms found in PA; describe how natural resources helped the development of PA's early economy; explain why Philadelphia became location of the First Continental Congress; describe the relationship between American colonists and the occupying British forces; identify our Founding Fathers; analyze the causes of the American Revolution; identify important battles and figures of the American Revolution; analyze the Declaration of Independence; analyze the Constitution and Bill of Rights; describe how PA's resources played an important role in its economic development.

2. Marking Period Two -Overview with time range in days:

- There are two units in marking period 2 for a total of fifteen lessons. The marking period will be 9 weeks long.

Marking Period Two -Goals:

- What are some events that shaped our nation?
- How do people meet their needs?

Tell how the first Americans used resources to survive; identify how Europeans in North America affected the Native Americans; explain why independence was important to the colonists; describe what happened as the nation grew; list the events that changed the nation; summarize how economic and political changes affected the nation; recall how modern conflicts shaped the country; explain how people in the United States adapted to geography; identify some things that affect the climate of the United States; compare and contrast how regions are affected by natural resources; analyze how state and local governments work together; summarize how the national government works; recognize what democratic values Americans share.

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3. **Marking Period Three -Overview with time range in days:**

There are two units in marking period three for a total of six lessons. The marking period will be 9 weeks long.

Marking Period Three -Goals:

- What causes a region to change?
- How do people affect the environment?

Identify how the geography of the Northeast affected the region; describe how the people of the Northeast adapted to make a living; identify what is important to the culture of the Northeast; analyze how the geography of the Southeast affects the region; how have people affected the economy of the Southeast?; describe how people of the Southeast shape the region's culture.

4. **Marking Period Four –Overview with time range in days:**

There are three units in marking period four for a total of nine lessons. The marking period will be 9 weeks long.

- How do natural resources affect a region's growth?
- How do people adapt to their environments?
- How does technology change people's lives?

Marking Period Four -Goals:

Analyze how the Great Lakes affected the Midwest; recognize how people have made a living in the Midwest over time; How have the people of the Midwest adapted to change?; describe how the people of the Southwest adapted to their environment; identify the resources and jobs in the Southwest; explain how the culture of a people affect their region; how has the geography of the West affected the way people live; tell how technology changed the economy of the region; how has the culture of the West changed over time?

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Curriculum Plan

Unit: Marking Period 1

Time Range in Days: 9 weeks

Standard(s):

PA Academic Standards, PACS Standards

Standards Addressed:

Geography:

- 7.1.3.A Identify geographic tools and their uses
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics
- 7.3.3.D Identify the human characteristics of places and regions by their economic characteristics
- 7.3.3.E Identify the human characteristics of places and regions by their political activities
- 7.4.3.A Identify the impacts of physical systems on people
- 7.4.3.A Identify the impacts of people on physical systems
- 7.4.3.B Identify the impacts of people of physical systems

Civics and Government:

- 5.1.4.C Explain the principles and ideas shaping local and state government
- 5.1.4.D ID key ideas about government found in significant documents

History:

- 8.2.4.A Differentiate common characteristics of the social, political, cultural, and economic groups from PA.
- 8.2.4.B Locate historical documents, artifacts, and places critical to PA history
- 8.2.4.C Explain how continuity and change in PA history have influenced personal development and identity.

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ELA:

- CC.1.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.
- CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
- CC.1.2.4.D Compare and contrast an event or topic from two different points of view.
- CC.1.2.4.E Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).
- CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
- CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.
- CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- CC1.4.4.D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.4.I Provide reasons that are supported by facts and details.
- CC.14.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

Anchor(s):

- E04.B-K.1.1 Key Ideas and Details
- E04.B-C.2 Craft and Structure
- E04.B-C.3 Integration of knowledge and Ideas
- E04.C.1 Text Types and Purposes

Overview:

One of the original 13 colonies, Pennsylvania was founded by William Penn. Philadelphia was the site of the first and second Continental Congresses in 1774 and 1775, where our Founding Fathers debated the issue of independence. This debate led

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to the signing of the Declaration of Independence. This signing of the Declaration resulted in the American Revolution. After the war, Pennsylvania became the second state to ratify the Constitution. Pennsylvania has a wide variety of resources that continue to promote our economic growth and development.

Focus Question(s):

- What are the principles and ideals that shape our state government?
- What are the key ideas about government found in the Pennsylvania Constitution?
- What are the state symbols for Pennsylvania?
- How do elected representatives function in making state laws?
- How can positions of authority at the state level be identified?
- What documents, artifacts, and places are critical to Pennsylvania history?
- Can you distinguish between conflict and cooperation among groups and organizations that impacted the development of Pennsylvania?

Goals/ Objectives:

Identify Pennsylvania features and landforms (DOK 1)

Recognize the early Pennsylvania settlers (DOK 1)

Describe colony life for Pennsylvania citizens (DOK 1)

Compare and contrast the 1st and 2nd Continental Congress meetings in Philadelphia (DOK 2)

Compare and contrast the relationship between colonists and occupying British forces (DOK 2)

Assess the role Pennsylvania played in the founding of our nation (DOK 3)

Summarize how Pennsylvania history shaped the rest of U.S. history (DOK 2)

Analyze the events that led to the signing of the Declaration of Independence (DOK 4)

Connect the events leading to the signing of the Declaration of Independence to the American Revolution (DOK 4)

Investigate the U.S. Constitution & Bill of Rights, and the role Philadelphia had in the Constitution (DOK 3)

Graph Pennsylvania resources, and identify the importance they played in our continued economic growth and development (DOK 2)

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Core Activities and Corresponding Instructional Methods:

Assessments:

Diagnostic:

1. Third grade end-of-year assessment
2. Teacher-led discussion
3. Quiz on national symbols and customs

Formative:

1. Teacher made quizzes
2. Role-playing activities

Summative:

1. Teacher made test on PA's regions, physical features, political features, resources, economy, and settlement factors.
2. Student make resource and landform maps of PA.

Extensions:

1. Write a letter to a friend describing the things that make our region of PA unique.
2. Research PA state parks.
3. Compare and contrast two of PA's regions.
4. Write and illustrate a travel brochure based on a chosen region of PA.
5. Students will write biographies of notable Pennsylvanians.

Correctives:

1. Teacher made graphic organizers to review concepts.
2. Make a collage to show resources and products of PA.
3. Label features on a teacher made map of PA.

Materials and Resources:

1. Textbook; Our Country and its Regions
2. www.ducksters.com
3. www.50states.com
4. Maps

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Curriculum Plan

Unit: Marking Period 2: Units 1 & 2

Time Range in Days: 9 weeks

Standard(s):

PA Academic Standards, PACS Standards

Standards Addressed:

Geography:

- 7.1.3.A Identify geographic tools and their uses
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics
- 7.3.3.D Identify the human characteristics of places and regions by their economic characteristics
- 7.3.3.E Identify the human characteristics of places and regions by their political activities
- 7.4.3.A Identify the impacts of physical systems on people
- 7.4.3.A Identify the impacts of people on physical systems
- 7.4.3.B Identify the impacts of people of physical systems

ELA:

- CC.1.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.
- CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
- CC.1.2.4.D Compare and contrast an event or topic from two different points of view.
- CC.1.2.4.E Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution).
- CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
- CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

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CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC1.4.4.D. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.I Provide reasons that are supported by facts and details.

CC.14.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

Anchor(s):

E04.B-K.1.1 Key Ideas and Details

E04.B-C.2 Craft and Structure

E04.B-C.3 Integration of knowledge and Ideas

E04.C.1 Text Types and Purposes

Overview:

The United States has been home to Americans for thousands of years. The first Americans adapted to their differing environments and developed unique cultures. The quest for riches led brought Europeans to North America where they encountered many different people and ways of life. When Great Britain placed new taxes on colonists, the colonists protested. These protests led to war. A new nation was born. After becoming a nation, the country began to spread. By 1850, it stretched from coast to coast. As the United States grew, the issue of slavery became a bigger problem. In 1861, this problem erupted into the Civil War. In the early part of the 20th century, reformers worked to make people's lives better. In the latter part of the 20th century, the United States was involved in a Cold War against communist Soviet Union. The Civil Rights Movement worked to end discrimination. In the twenty-first century, faced challenges of terrorism, and a need for energy independence.

The United States includes many different types of landforms, environments, and habitats. The United States is divided into five regions. These regions vary geographically, economically, and culturally. The U.S. climate is affected by many things. In the United States, government powers are shared among national, state, and local governments. The United States is a democracy, whereas the people run the

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government through elected representatives. Our government is based on the idea that all people are equal and entitled to certain rights.

Focus Question(s):

- Who were the First Americans?
- How did Europeans in North America affect Native Americans?
- What led the colonies to become a nation?
- What happened as the nation grew?
- What events changed the nation?
- How did events affect the nation?
- How did modern conflicts shape the country?
- What is the geography of the United States?
- What makes a region?
- What are some things that affect the climate in the United States?
- What thing do state and local governments do?
- How does our national government work?
- What democratic values do Americans share?

Goals/Objectives (DOK):

Explain how the people of the Eastern Woodlands survived.

Identify the ways in which the Plains the Pueblo people differed.

Recognize the ways in which Native Americans of the West adapted to their surroundings. (DOK 1)

Describe the exchange between Europeans and Native Americans, including conflicts. (DOK 1)

Explain why the Spanish and French came to North America. (DOK 1)

Identify early Dutch and English settlements. (DOK 1)

Summarize how western lands became part of the United States. (DOK 2)

Explain how slavery led to a civil war. (DOK 2)

Describe the strengths and weaknesses of the North and the South during the war. (DOK 2)

Identify the challenges facing the United States after the war. (DOK 1)

Discuss the conflict caused by westward migration and the impact of new technology. (DOK 2)

Identify reform efforts of the early 1900s. (DOK 1)

Describe World War I and the struggle for women's suffrage. (DOK 2)

Explain life in the 1920s. (DOK 1)

Discuss the New Deal and the reason that World War II ended the Great Depression. (DOK 3)

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- Identify major background and major conflicts of the Cold War. (DOK 1)
- Describe the civil rights movement. (DOK 2)
- Identify major challenges of the twenty-first century. (DOK 1)
- Identify the shared government powers. (DOK 1)
- Describe how state government works. (DOK 1)
- Describe the work done by local governments and the main way in which they raise money. (DOK 1)
- Describe the type of government we have in the United States. (DOK 1)
- Describe the powers and duties of the three branches of the national government. (DOK 1)
- Discuss the role of tribal government in the United States. (DOK 1)
- Identify that citizenship involves both rights and responsibilities. (DOK 1)
- Describe that citizens have the power to change things. (DOK 1)
- Identify the values and beliefs that unite Americans. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Students will read and discuss text and vocabulary in Unit 1
- Students will write a travel log entry to suppose they are a European explorer who has the opportunity to observe an Iroquois village.
- Students will develop timelines to summarize events in Unit 1.
- Students will create bar graphs to show the numbers of settlers in New Amsterdam.
- Students will draw cartoons representing one event from the American Revolution.
- Students will examine Bill of Rights and pick one to describe why it is important to American society today.
- Students will use maps to color parts as they were added to the United States.
- Students will write newspaper articles about the Alamo or the discovery of gold in California.
- Students will create collages that show inventions that were developed after the Civil War.
- Students will write speeches that the President may have given to announce the United States' entry into World War II and the reasons for that decision.
- Students will make posters to that students' protest against an issue we face today.
- Students will write about events that have shaped our nation in expository writing.
- Students will complete Student Activity Book pages for Unit 1.
- Students will use research materials to make a presentation about how the three branches have shared powers.

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Students will create mobiles that organize and creatively show how the three branches of government operate.

Students will define and describe rights and responsibilities in writing.

Students will hold a mock election to show how citizens have the power to vote for elected officials to change rules and policies.

Students will produce skits in pairs that identify the values and beliefs that unite Americans.

Students will complete corresponding Student Activity Book pages.

Assessments:

Diagnostic:

1. Student discussion and brainstorming web about economics and government. (Should include information from Grade 3.)
2. Informational writing assignment.
3. Teacher made quizzes.

Formative:

1. Teacher made quizzes
2. Lesson review Assessments
3. Student Activity Book

Summative:

1. Units 1 and 2 Assessments

Extensions:

1. Have students choose a Northeast state and research some of the ecological problems it faces. Students can research the causes, the effects, tried solutions, and possible solutions. Students can use PowerPoint to present their findings and ideas.
2. Have students write letters to politicians in the Northeast asking for more information about his or her state.

Correctives:

1. Students will use Reading Link to organize information in Units 1 and 2.
2. Students will make a collage showing products, attractions, and landmarks of the Northeast.

Materials and Resources:

Textbook; Our Country and its Regions

www.50states.com

Bills of Rights

www.ducksters.com

Big Idea Video

Student Activity Book

Idea Factory – Resource Book

Unit 2 and 3 Transparencies

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Unit: Marking Period 3 Units 3 & 4

Time Range in Days: 9 weeks

Standard(s): PA Academic Standards, PAC Standards

Standards Addressed:

Geography:

- 7.1.3.A Identify geographic tools and their uses
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics
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- 7.4.3.A Identify the impacts of physical systems on people
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- 7.4.3.B Identify the impacts of people of physical systems

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Anchor(s):

E04.B-K.1.1 Key Ideas and Details

E04.B-C.2 Craft and Structure

E04.B-C.3 Integration of knowledge and Ideas

E04.C.1 Text Types and Purposes

Overview:

The geography of the Northeast varies greatly from the coast to the mountains and forests. Most people live and work in cities and suburbs. Native Americans were the Northeast's first inhabitants. By the 1600's immigrants from Europe arrived. Later, immigrants began arriving from other countries.

The southeast region includes mountains, hills, plains, islands, and water resources. The climate is generally warm and humid. The southeast has many important resources. Many industries are located in the Southeast. Native American culture mixed with the culture of immigrants from Europe, Africa, and Asia. The Civil Rights Movement worked to give all Americans equal rights.

Focus Question(s):

- What is the geography of the Northeast/Southeast?
- How do people of the Northeast/Southeast make a living?
- What is important to the culture of the Northeast?
- Who are the people of the Southeast?

Goals/Objectives:

Describe the mountains and lakes of the Northeast.(DOK 1)

Understand the importance of the resources of the Northeast. (DOK 1)

Identify the other resources of the Northeast. (DOK 1)

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Understand that the Northeast's natural resources provided a living for many people. (DOK 1)

Describe how the manufacturing industry got it start. (DOK 2)

Recognize that many people in the Northeast work in service jobs. (DOK 1)

Compare the past and present cities and suburbs in the northeast. (DOK 3)

Know that Native Americans were the Northeast's first people. (DOK 1)

Differentiate between the variety of cultures in this region. (DOK 3)

Recognize that festivals are one way people show cultural pride. (DOK 1)

Identify the variety of activities in the northeast. (DOK 1)

Identify the Mississippi River and wetlands of the Southeast. (DOK 1)

Explore coast, hills, mountains, and islands in the Southeast (DOK 1)

Describe the warm climate and effects of the Gulf of Mexico (DOK 2)

Investigate the continuing threat of hurricanes to the Southeast (DOK 3)

Describe the products produced by farms in the Southeast (DOK 1)

Identify renewable and nonrenewable resources found in the Southeast (DOK 1)

Summarize the importance of several industries to the Southeast economy (DOK 2)

Describe the importance of tourism to the economy of the Southeast (DOK 1)

Identify the Native American groups who first lived in the Southeast (DOK 1)

Identify the immigrant groups that settled in the Southeast (DOK 1)

Create a timeline showing the progress of the civil rights movement (DOK 4)

Describe the many different musical styles that began in the Southeast (DOK 1)

Core Activities and Corresponding Instructional Methods:

Assessments:

Diagnostic:

- 1.Student discussion and brainstorming web about economics and government. (Should include information from Grade 3.)
- 2.Teacher made Anticipatory Guide
- 3.Teacher made quizzes.

Formative:

- 1.Teacher made quizzes
- 2.Lesson Assessments
- 3.Teacher made rubrics for group projects, hands on projects, and writing.
- 4.Student Activity Book

Summative:

- 1.Unit 3 and 4 Assessment
- 2.District Benchmarks

Extensions:

1. Students will compare the type of government in the US to that of other countries.
2. Students will propose a law and class will debate and describe process.

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Correctives:

1. Students will use Reading Link to organize information in Unit 3 and 4..
2. Students will use www.ducksters.com to understand the three branches of government.

Materials and Resources

Textbook; Our Country and its Regions/primary resources
www.ducksters.com
Big Idea Video
Student Activity Book
Idea Factory – Resource Book
Unit 3 and 4 Transparencies

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Unit: Marking Period 4 Units 5,6,& 7

Time Range in Days: 9 weeks

Standard(s):

PA Academic Standards, PAC Standards

Standards Addressed:

Geography:

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CC.14.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

Anchor(s):

E04.B-K.1.1 Key Ideas and Details

E04.B-C.2 Craft and Structure

E04.B-C.3 Integration of knowledge and Ideas

E04.C.1 Text Types and Purposes

Overview:

The landscape of the Midwest was formed by glaciers. The Midwest endures extremely cold winters and hot summers. The Midwest has many natural resources. Today, many farms have shifted from small family farms to large company owned farms. Many Midwesterners work in the service and technology industries. Before Europeans arrived, the Midwest was populated with many Native American groups. In the 1600's, Europeans began to come to the Midwest. Midwesterners today celebrate their many different cultural traditions.

The Southwest's geography includes coastlines, plains, swamps, deserts, and mountains. Water is scarce and the climate is dry. The economy of the Southwest is based on oil and other minerals, agriculture, and technology. Many Native American groups live in the Southwest today. Many people in the Southwest have Spanish or Mexican heritage. The West is the largest region of the United States and has a variety of landforms. The west contains rich natural resources. A wide variety of industries are very important to the Western economy. Native Americans who lived in the West traditionally had different ways of life because they lived in very different environments. Settlers of European and Asian descent made their way to the West over hundreds of years because they heard of economic opportunities.

Focus Question(s):

- What is the geography of the Midwest?
- How have people made a living in a Midwest over time?
- Who are the people of the Midwest?

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- What is the geography of the Southwest?
- What are the resources and jobs in the Southwest?
- Who are the people of the Southwest?
- What is the geography of the West?
- What is the economy of the West?
- Who are the people of the West?

Goals/Objectives:

- Describe how glaciers carved the Midwest's many lakes
- Discuss the importance of rivers and soil fertility in the Midwest (DOK 1)
- Identify the Midwest landforms (DOK 1)
- Discuss the climate extremes of the Midwest (DOK 1)
- Identify natural resources found in the Midwest (DOK 1)
- Show the importance of iron to the economy of the Midwest (DOK 1)
- Identify the important Midwest farm products (DOK 1)
- Compare how the Midwest economy has changed over time (DOK 2)
- Identify Native American groups that lived in the Midwest (DOK 1)
- Show how the Midwest honors diverse cultural traditions (DOK 2)
- Categorize the artistic, musical, and traditions of the Midwest (DOK 2)
- Describe the varied geography of the Southwest (DOK 1)
- Describe the landforms that can be seen in the Southwest (DOK 1)
- Identify the major rivers of the Southwest (DOK 1)
- Recognize that the scarcity of water poses a challenge (DOK 1)
- Recognize that oil is the most valuable resource (DOK 1)
- Identify crops grown in the Southwest (DOK 1)
- Discuss that the Southwest has developed a thriving tech sector (DOK 2)
- Discuss the Native American heritage of the Southwest (DOK 1)
- Identify the Spanish influence on the Southwest (DOK 1)
- Describe why immigrants and older Americans have moved to the Southwest in recent years (DOK 1)
- Describe the festivals and ceremonies of the Southwest (DOK 1)
- Describe the many environments of the West (DOK 1)
- Describe how western mountains lakes and rivers were formed (DOK 1)
- Distinguish between the effects of the movement of the earth plates (DOK 2)
- Discuss the West's varied climates (DOK 1)
- Describe the rich natural resources found in the West (DOK 1)
- Show how different landforms affect the local economies (DOK 1)
- Discuss different industries and employers in the West (DOK 1)
- Outline the importance of tourism and the service industry to the economy of the West (DOK 2)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

Assessments:

Diagnostic:

1. Student discussion and brainstorming web about economics and government of included states
2. Teacher-led discussion/observations
3. Assessment prior knowledge/other regions.

Formative:

1. Informational writing
2. Lesson Assessments.
3. Student Activity Book

Summative:

1. Units 5, 6, 7 Assessments

Extensions:

1. Students create resource, landform map of US.

Correctives:

1. Students will use Reading Link to organize information in Unit 3 and 4..
2. Students will use www.bensguide.gpo.gov to understand the three branches of government.

Materials and Resources

Textbook; Our Country and its Regions

www.ducksters.com

<http://www.ohiokids.org/games/ah/dd01f.html>

Big Idea Video

Student Activity Book

Idea Factory – Resource Book

DELAWARE VALLEY SCHOOL DISTRICT

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook:

Our Country and Its Regions

Textbook ISBN #:

978-0-02-151486-1

Textbook Publisher & Year of Publication:

Macmillan McGraw-Hill/2009

Curriculum Textbook is utilized in (title of course):

Geography

Please complete one sheet for each primary textbook.

DELAWARE VALLEY SCHOOL DISTRICT

Appendix

Standards are located at :

www.pdesas.org/standard

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website
- _____ Hard copies of all supplemental resources not available electronically
- _____ The primary textbook form(s)
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____

Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____

Date _____