

4

Changing Communities: Regions of the United States



Social Studies

Fairfield Public Schools

Grade 4-Communities Across The United States (9/08/2015) DRAFT

Description:

In Grade 4, students engage in the study of local, United States and global geography as it relates to the cultural, economic, and political development of the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore Fairfield, regions of the United States and the world supported by the disciplines of history, civics, and economics.

Overview

Central Understanding (Goals)

Students will understand:

- How where we live affects how we live.
- How places change over time.
- The uniqueness of different groups of people.
- The role climate plays in people's lives.
- Why people move from one region to another.
- The global impact on the development of Fairfield and the United States.

CT Compelling Questions:

Students will apply disciplinary concepts to investigate compelling questions such as:

HISTORY

- How does the culture of Fairfield/the United States reflect its history?
- How is an area or region shaped by its historical events?

CIVICS

- What causes areas or regions of the country to interpret laws differently?

ECONOMICS

- What economic factors determine if an area or region is a good or a bad place to live?
- How does the exchange of resources affect the quality of life for people of a specific area or region?

GEOGRAPHY

- How can the map of the United States be used to analyze its history, politics, and economics?
- How does the distribution of resources in the United States affect the relationships among the various regions of the United States, the citizens of each region and across the globe?
- How have the changes in technology affected the spread of thoughts and ideas in the United States of America and across the globe?

Communities Across the United States: Year at a Glance (Units)

Trimester 1: Indigenous People: A Regional Study

Trimester 2: The Northeast Region

Trimester 3: The United States as a Region

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated as well as district-wide, formative summative and project based assessments.

[CCSS.ELA-Literacy.RI.4.3](#)

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

[CCSS.ELA-Literacy.RI.4.5](#)

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

[CCSS.ELA-Literacy.RI.4.6](#)

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

[CCSS.ELA-Literacy.RI.4.7](#)

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

[CCSS.ELA-Literacy.RI.4.9](#)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Unit 1: Indigenous People: A Regional Study

Content Objectives:

Students will be able to:

- Understand the physical landforms and bodies of water in various American regions.
- Explore the regional cultural practices of indigenous peoples, including ways of governing, geographic impact, and economic systems.
- Analyze ways that cultural practices of indigenous peoples in Connecticut/Fairfield were similar/different than they were in surrounding regions.

Unit Compelling and Supporting Questions

Compelling Question

How does where people live affect how they lived?

Supporting Questions

Students will apply disciplinary concepts to investigate supporting questions such as:

HIST:

- What do we mean when we talk about a country's culture?
- How is a region shaped by its historical events?

CIV:

- How did the beliefs, values and laws differ amongst indigenous people living within the various regions of the US?

ECON:

- How did the use of their regional resources affect the way the indigenous people lived?

GEO:

- How did the geography and climate affect their culture?
- What can be learned about the indigenous people from topographical maps of the United States of America?

Standards Emphasized in the Unit

C3 Inquiry Standards and Corresponding Connecticut Core Standards:

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in United States Geography (Grade 4) will individually and with others:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

CT Core Standards: CCSS.ELA-Literacy.RL.4.1, CCSS.ELA-Literacy.W.4.7, CCSS.ELA-Literacy.SL.4.1 Key academic vocabulary: questioning, argument, explanation, point of view

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Perspectives

HIST 4.1 Explain connections among historical contexts and people's perspectives at the time.

Causation and Argumentation

HIST 4.3 Use evidence to develop a claim about the past.

Processes, Rules and Laws

CIV 4.1 Illustrate historical and contemporary means of changing society.

Economic Decision-Making

ECO 4.1 Compare the benefits and costs of individual choices.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

Exchange and Markets

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

Geographic Representations: Spatial Views of the World

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

Human-Environment Interaction: Places, Regions, and Culture

GEO 4.3 Explain how culture influences the way people modify and adapt to their environments

GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.

Human Population: Spatial Patterns and Movement

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

CT Core Standards: CCSS.ELA-Literacy.RL.4.1-10, CCSS.ELA-Literacy.W.4.1-2, CCSS.ELA-Literacy.W.4.7, CCSS.ELA-Literacy.SL.4.1, CCSS.ELA-Literacy.L.4.1-3 Key academic vocabulary: argument, sources, evidence, claims, counterclaims, gather

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters,

essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.13 Critique arguments.

INQ 3–5.14 Critique explanations.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

CT Core Standards: CCSS.ELA-Literacy.RL.4.1, CCSS.ELA-Literacy.W.4.1-8, CCSS.ELA-Literacy.SL.4.1-6, CCSS.ELA-Literacy.L.4.1-3
Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility*

Fairfield Public Schools Library Media Standards (K-12):

1. Inquiry and Information Skills

1.1 Students will become efficient at gathering, evaluating, using, and creating information using problem-solving and research strategies

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions

2.2 Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

3. Communication and Collaboration

3.1 Students will work collaboratively in a group to solve problems or make decisions

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.3 Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information

4. Independent Reading

4.2 Students will select and read informational texts that support classroom instruction

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

Unit 2: The Northeast Region

Content Objectives:

Students will be able to:

- Examine why the proximity to water was so important to development of the region.
- Evaluate the impact of immigration and migration on the Northeast region.
- Explore reasons for and results of development of large cities in the Northeast region.
- Examine laws and how they differ.

Unit Compelling and Supporting Questions

Compelling Question

How does where we live affect how we live?

Supporting Questions

Students will apply disciplinary concepts to investigate supporting questions such as:

HIST:

- How does the history of the Northeast region help to shape the culture?
- What is more important in creating regional identity: history or geography?

CIV:

- Why does the Northeast region have laws that differ from other regions within the United States? (environmental)

ECON:

- What impact do Northeast regional resources have on the economy?
- What economic opportunities exist for people living in the Northeast region?
- What are the major industries that in the Northeast and CT that have contributed to its success?

GEO:

- How does the availability of certain resources affect the way the Northeast region's people live and interact with others?
- How can a United States map be used to analyze its history, politics, and economics?

Standards Emphasized in the Unit

C3 Inquiry Standards and Corresponding Connecticut Core Standards:

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

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DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Causation and Argumentation

HIST 4.2 Explain probable causes and effects of events and developments.

Processes, Rules and Laws

CIV 4.1 Illustrate historical and contemporary means of changing society.

Economic Decision Making

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

Exchange and Markets

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.

Geographic Representations: Spatial Views of the World

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Human Population: Spatial Patterns and Movement

GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

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INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

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DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

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Unit 3: The United States as a Region

Content Objectives:

Students will be able to:

- Examine why natural resources are important to the development of the United States of America.
- Evaluate the impact of immigration and migration on the United States region.
- Explore reasons for and results of development of large cities in the United States region.
- Examine laws and how they differ from other regions globally.

Unit Compelling and Supporting Questions

Compelling Question

How does where we live affect how we live?

Supporting Questions

Students will apply disciplinary concepts to investigate supporting questions such as:

HIST:

- How does the history of the United States region help to shape the American culture?
- Does the United States today have a “single” American culture?
- What binds the regions of the US together?

CIV:

- Why does the United States region have laws that differ from other regions globally? (environmental)

ECON:

- What role do United States regional resources have on the global economy?
- What economic factors determine if a region (globally) is a good or bad place to live?

GEO:

- How does the availability of certain resources affect the way the United States region’s people live and interact with others globally?
- What role does climate play in people’s lives?

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GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

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