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| Grade 4, Unit 1 | Investigating History logo |

# North American Geography

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| **Unit Throughlines** | **Learning Progression** |
| **What can maps tell us about land and people?**  **Key Practice Standards**  **PS 3.** Organize information from multiple primary and secondary sources  **PS 4.** Analyze the purpose and point of view of each source; distinguish opinion from fact  **PS 6.** Argue or explain conclusions, using valid reasoning and evidence  **Key Literacy Standards**  **RI 6.** Compare and contrast a firsthand and secondhand account of the same event or topic  **RI 9.** Integrate information from two texts on the same topic  **W 2.** Write informative/explanatory texts to examine a topic  **SL 1.** Engage effectively in a range of collaborative discussions | **Physical Maps** | 6 Lessons What can a map show about the land?  1. Students will be able to generate observations and questions about different types of maps. 2. Students will be able to identify the purpose of different sources to generate observations and questions about physical maps. 3. Students will be able to identify and describe common landforms and water forms found in North America. 4. Students will be able to engage in the Investigating Sources routine by investigating  a map of North America. 5. Students will be able to identify important water forms and landforms on maps of North America by using cardinal directions. 6. Students will be able to explain what people can learn about the land from maps.   **Political Maps** | 6 Lessons What can maps tell us about people?  1. Students will be able to demonstrate curiosity about political maps by developing supporting questions. 2. Students will be able to identify and describe different ecological regions and understand how people adapt to living in these diverse environments. 3. Students will be able to analyze multiple resources  to identify patterns of indigenous populations in different geographic areas. 4. Students will be able to show boundaries of countries, states, and counties by interacting with maps. 5. Students will be able to analyze and interpret two different maps to gain insights into people's perspectives and understand how maps can show information about different groups of people. 6. Students will be able to analyze three different maps in order to understand what maps can tell us about people.   **Informational Maps** | 6 Lessons How can we analyze maps that give information about land and people?  1. Students will be able to analyze a variety of maps, including political and population maps, to understand how different mapmakers can provide insights into human interactions with the land. 2. Students will be able to use informational maps to compare and contrast the natural resources of Mexico and Canada. 3. Students will be able to analyze informational maps of Mexico and Canada to identify and understand the concept of landmarks as significant and important places within a country. 4. Students will be able to research details about the people, culture, natural resources, and history  of Mexico and Canada by reading informational texts. 5. Students will synthesize their understanding of how to analyze maps by engaging in the Discussion Diamond strategy. 6. Students will be able to synthesize knowledge gained from analyzing informational maps of Mexico and Canada, and apply their understanding of land-use, resources, and human interactions with the land to answer the Cluster Supporting Question.   **Summative Assessment** | 1 Day  This summative assessment involves tracing a route from Vancouver to Boston, to Mexico City on a map of North America. Students will incorporate geographical features and landmarks, emphasize cardinal directions, and utilize a key to symbolize elements on the map. The teacher provides instructions and examples to guide the process. Students then engage in the summative assessment task, responding to questions based on their maps and routes. |

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# Ancient American Civilizations

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| **Unit Throughlines** | **Learning Progression** |
| **What do different theories tell us about how people first arrived in North America?**  **Key Practice Standards**  **PS 2.** Develop focused questions or problem statements and conduct inquiries  **PS 3.** Organize information from multiple primary and secondary sources  **PS 6.** Argue or explain conclusions, using valid reasoning and evidence  **Key Literacy Standards**  **RI 1.** Refer to details and examples in a text  **RI 7.** Interpret information presented visually, orally, or quantitatively  **W 2.** Write informative/explanatory texts to examine a topic  **W 8.** Recall relevant evidence from experiences or gather relevant information from print and digital sources  **SL 1.** Engage effectively in a range of collaborative discussions  **SL 2.** Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats  **SL 6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases | **The Arrival of First People in North America** | 6 Lessons What evidence shows us that first peoples were flourishing in ancient North America?  1. Students will be able to generate a variety of literal and inferential questions about the first peoples of North America by observing a source. 2. Students will be able to consider how people could have first arrived in North America by generating questions with the support of the teacher. 3. Students will be able to explain the claims of the Bering Strait Land Bridge Theory by analyzing a source. 4. Students will be able to explain the claims of the Coastal Migration Theory by analyzing a source. 5. Students will be able to use prior knowledge about migration theories to create maps that show the Bering Strait Land Bridge Theory and Coastal Migration Theory routes. Students will also use prior knowledge from Unit 1 to create a map key and fact box for each theory map. 6. Students will be able to compare and contrast the Bering Strait Land Bridge Theory and the Coastal Migration theory using a Venn Diagram, and explain why migration theories are possible through written responses using precise academic vocabulary.   **Artifacts of Civilizations** | 6 Lessons What do artifacts tell us about civilizations?  1. Students will be able to generate questions with the support of the teacher by analyzing pictures of ancient artifacts. 2. Students will be able to analyze ancient artifacts by categorizing information from a variety of sources. 3. Students will be able to explain the advancement of ancient civilizations by investigating artifacts discovered at an archaeological site in Alaska. 4. Students will be able to answer critical thinking questions to demonstrate an understanding of the advancement of the Chumash civilization by interpreting information from a video source. 5. Students will be able to show an understanding of the advancement of ancient civilizations by completing an artifact-matching activity. 6. Students will be able to explain how artifacts show the advancement of ancient civilizations using evidence from multiple sources.   **Preservation of Indigenous Culture** | 6 Lessons How can indigenous people’s culture be preserved?  1. Students will be able to demonstrate curiosity about preserving culture by developing supporting questions. 2. Students will be able to synthesize their understanding of how holidays preserve ancient culture by engaging in collaborative discussion. 3. Students will be able to explore how national monuments preserve and honor indigenous people’s culture by investigating text sources and answering critical thinking questions. 4. Students will explore historical museum preservation of indigenous culture by engaging in video analysis and collaborative discussion. 5. Students will be able to summarize how indigenous culture is preserved by completing a graphic organizer and adding to the Inquiry Chart. 6. Students will be able to synthesize knowledge gained from analyzing text and photographs of The Gila Cliff Dwellings National Monument and apply their understanding of culture preservation to answer the Cluster Supporting Question.   **Summative Assessment** | 1 Day  The summative assessment involves drawing the routes of the two migration theories students learned about in Unit 2. and reflecting on a photograph and flyer related to first peoples of North America by answering questions with thoughtful and well-written complete sentences. The teacher provides instructions and examples to guide the process. Students then engage in the summative assessment task, responding to questions based on the sources provided. |

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# Interactions with European Explorers

*This unit has not yet been drafted.*

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# Impacts of United States Expansion

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| **Unit Throughlines** | **Learning Progression** |
| **How did the growth of the United States affect different groups of people?**  **Key Practice Standards**  **PS 2.** Develop focused questions or problem statements and conduct inquiries  **PS 3.** Organize information from multiple primary and secondary sources  **PS 5.** Evaluate the credibility, accuracy, and relevance of each source  **PS 6.** Argue or explain conclusions, using valid reasoning and evidence  **PS 7.** Determine next steps and take informed action, as appropriate  **Key Literacy Standards**  **RI 3.** Explain events, procedures, ideas, or concepts in a text  **RI 7.** Interpret information presented visually, orally, or quantitatively  **W 2.** Write informative/explanatory texts to examine a topic  **SL 1.** Engage effectively in a range of collaborative discussions | **Expanding the Nation** | 8 Lessons How did the United States grow, and who did it affect?  1. Students will be able to generate questions about Westward Expansion and its effect on Indigenous people by comparing two maps. 2. Students will be able to observe patterns of change in states and territories in an animated map and ask questions about how the patterns would affect people in North America. 3. Students will be able to describe the differences between a colony, territory, and state and explain why a colony would want to become a state. 4. Students will be able to analyze maps to describe how territories become states. 5. Students will be able to show four ways the United States acquired territory by classifying states into categories. 6. Students will be able to explain why adding new states to the United States was a source of conflict by comparing points of view on each side. 7. Students will be able to identify examples of how US expansion affected four different groups of people. 8. Students will be able to summarize knowledge on how the US acquired territory and who was impacted using context from a timeline.   **Moving West** | 7 Lessons Why did so many people move west?  1. Students will be able to generate questions about Manifest Destiny based on their observations of a painting. 2. Students will be able to understand the impact of the Santa Fe Trail on the growth of the Southwest by analyzing primary sources and creating a map. 3. Students will be able to discuss the effects of the Mexican-American War using evidence from multiple sources. 4. Students will be able to explain some push and pull factors leading to the Great Western Migration. 5. Students will be able to describe the importance of the Transcontinental Railroad to Westward Expansion by identifying information from a historical source. 6. Students will be able to make a claim about Manifest Destiny supported by evidence. 7. Students will be able to use evidence to make a claim about why people moved west and who it affected.   **The Injustices of Expansion** | 6 Lessons Who was harmed by U.S. expansion?  1. Students will be able to use evidence to make a claim about why people moved west and who it affected. 2. Students will be able to compare and contrast the different ways that Indigenous people and the U.S. government view land using evidence from a map. 3. Students will be able to describe the experience of Exodusters by interpreting evidence from three poems. 4. Students will be able to explain community-based methods of managing land and water resources by closely reading a map. 5. Students will be able to evaluate how patterns of harm contributed to injustice during U.S. expansion. 6. Students will be able to make a claim about a group that was harmed during Westward Expansion and support the claim with evidence.   **Summative Assessment** | 2 Days  In Part 1 of the summative assessment, students will create a photo essay using images from throughout the unit. They will answer the question, “How did the growth of the United States affect different groups of people?” by sorting a collection of photos into a sequence and writing captions that together answer the unit essential question. Students will also be assessed on the social studies practice of examining the intended audience of a primary source.  In Part 2, as a civics-related activity, students will think about what justice and action could look like by examining the painting *Reversing Manifest Destiny*. They will use the Social Justice Standards from Learning for Justice to brainstorm a project that applies civic action. |

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# Regions of the United States

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| **Unit Throughlines** | **Learning Progression** |
| **How can regions help us understand the geography, economy, and culture of the United States?**  **Key Practice Standards**  **PS 3.** Organize information from multiple primary and secondary sources  **PS 4.** Analyze the purpose and point of view of each source; distinguish opinion from fact  **PS 6.** Argue or explain conclusions, using valid reasoning and evidence  **PS 7.** Determine next steps and take informed action, as appropriate  **Key Literacy Standards**  **RI 3.** Explain events, procedures, ideas, or concepts in a text  **RI 4.** Determine the meaning of general and domain-specific words  **RI 9.** Integrate information from two texts on the same topic  **W 1.** Write opinion pieces on topics or texts  **W 4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience  **SL 1.** Engage effectively in a range of collaborative discussions  **SL 5.** Add audio recordings and visual displays to presentations when appropriate | **Physical Geography of U.S. Regions** | 9 Lessons How can we use physical geography to form regions? *Specific lesson objectives still in development.*  **Human Geography of U.S. Regions** | 6 Lessons How can we use human geography to form regions? *Specific lesson objectives still in development.*  **Culture of U.S. Regions** | 8 Lessons  **How do people in regions express their culture and influence others?**  *Specific lesson objectives still in development.*  **Summative Assessment** | 2 Days  Students will learn that the National Council for the Social Studies makes recommendations to school districts and state boards of education on what should be in a quality social studies program; right now, different programs use different regional designations. Their task on the summative assessment is to propose the best way for the fifty states to be sorted into regions for fourth grade curriculum used across the country. Their proposal will include evidence for why they think their regional designation is the best idea. |