<table>
<thead>
<tr>
<th>Focus and Essential Questions</th>
<th>Curriculum</th>
<th>Instructional Strategies/Big Ideas</th>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want students to learn?</td>
<td>How will we deliver the curriculum?</td>
<td>What materials/resources can we use to ensure mastery?</td>
<td>How will we know if students learn?</td>
<td></td>
</tr>
</tbody>
</table>

4th Grade: September, October, November, December

Unit 1: What is a Region? Regions of the United States: Northeast, Southeast, Northwest, West & Midwest
Reminder: Continue to practice and integrate Year-Long Instructional Strategies
• How does the geography of the United States affect the way people live?
• What questions would geographers ask in examining the United States?
• What tools and technologies would geographers use to answer geographic questions?
• How might the United States be described using the concepts of location, place and regions?
• What is a region?
• Why is the concept of “region” useful?
• How can we describe regions?
• What tools can we use to describe a region?
• What can maps tell us about regions?
• What characteristics push people out of a region; or pull people into a region?
• What are the consequences of human habitation of a region?

**G1.0.1:** Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).

**G1.0.2:** Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

**G1.0.3:** Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

**G1.0.4:** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

**G1.0.5:** Use maps to describe elevation, climate, and patterns of population density in the United States.

**G2.0.1:** Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

**G2.0.2:** Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

### Big Ideas:

- **A region** is a place that shares common characteristics with other places.
- Regions experience change over time.
- Knowing about one place in a region can help us to know about other places in the same region.

### Instructional Strategies:

- Locate and describe the northeast, southeast, southwest, Midwest, west and northwest regions.
- Locate information about the human and natural characteristics of the environment in a community in a region different from their own using a variety of sources.
- Locations of communities in other regions of the country can be described relative to Michigan and other locations.
- Regions can be described by their human characteristics including how people have changed the landscape, urban versus rural, buildings, ethnic groups, transportation systems, economic activities, population.
- Draw a sketch map of the United States identifying: major geographic regions, landforms, climates.

### District Adopted Textbook: Regions

**Unit 1:** Living in the U. S. (TE 1b-1h/ Student Text 1-7)

**Chapter 1: The Regions of the U.S.** (TE 8a-8f/ST 8-33)

**Unit 2:** The Northeast: TE 95a-h/ST 95-101

**Chapter 4:** TE 101a-102f/ST 102-121

**Unit 3:** The Southeast: TE 157a-157h/ST 157-163

**Chapter 6:** TE 230a-f/ST 230-251

**Unit 5:** The Southwest: TE 291a-h/ST 291-297

**Chapter 10:** TE 298a-f/ST 298-319

**Unit 6:** The West: TE 359a-h/ST 359-365

**Chapter 12:** TE 366a-f/ST 366-389

### Textbook Assessment Options:

- teacher created assessments
- identify states within regions
- identify characteristics within each region
- MEAP released items
- Practice materials from Textbook
- chapter tests
- daily geography practice

### Textbook Chapter Reviews:

- Chapter 1: p. 34-35
- Chapter 4: p. 122-123
- Chapter 6: p. 184-185
- Chapter 8: p. 252-253
- Chapter 10: p. 320-321
- Chapter 12: p. 390-391

### Websites:

- [www.micitizenshipcurriculum.org](http://www.micitizenshipcurriculum.org)

### 4th Grade Social Studies:

**Unit 2:**

- Lesson 1: Where is the United States Located?
- Lesson 2: Physical Characteristics of the U.S.
- Lesson 3: Human Characteristics of the U.S.
- Lesson 4: Using Special Purpose Maps to Learn About the U.S.
- Lesson 5: A Closer Look at U.S. Regions
- Lesson 6: Comparing Two Regions of the U.S.
- Lesson 7: Describing the Geography of the U.S.

**Unit 3:**

- Lesson 1: Questions Geographers Ask about Human Geography
- Lesson 2: Movement-Push and Pull Factors
- Lesson 3: Push and Pull Factors-Immigration to the United States
- Lesson 4: The Impact of Immigration on Culture In the United States
<table>
<thead>
<tr>
<th>Why do people move?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do humans change the environment?</td>
</tr>
<tr>
<td>How did the geography of the North Eastern United States affect its development over time?</td>
</tr>
</tbody>
</table>

**G4.0.1:** Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

**G4.0.2:** Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).

**G5.0.1:** Assess the positive and negative effects of human activities on the physical environment of the United States.

**P3.1.1:** Identify public issues in the United States that influence the daily lives of its citizens.

---

**Lesson 5: Adapting to Different Environments in the United States**

**Lesson 6: How People Used the Environment of the United States**

**Lesson 7: Modifying the Environment in the U.S.**

**Lesson 8: Public Issues Related to Geography**

**Unit 1:**

**Lesson 1:** Thinking Like a Historian

**Lesson 2:** Thinking Like a Geographer

- [www.googleearth.com](http://www.googleearth.com)
- [www.marcopolo.worldcom.com](http://www.marcopolo.worldcom.com)
- [www.ncge.org](http://www.ncge.org)
  (U.S. facts)
- [www.postcardsfrom.com](http://www.postcardsfrom.com)
  (digital postcards from 50 states)
- [www.mapquest.com](http://www.mapquest.com)
- [www.americaslibrary.com](http://www.americaslibrary.com)
  (Library of Congress on Regions)
- [www.nationalgeographic.com/xpeditions](http://www.nationalgeographic.com/xpeditions)
  (plan a family vacation to a U.S. Region)
- [www.ipl.org/div/kidspace/stateknow](http://www.ipl.org/div/kidspace/stateknow)
  (United States facts)
- [www.factmaster.com](http://www.factmaster.com)

**Globes**

**Maps**

**Atlases**

**Vocabulary:**

- cardinal directions
- case Study:
- characteristics of geographic tools and technologies
- climate
- cultural development of place or region
- absolute location
- regions
- spatial perspective
- topography
Integrated GLCE’s:

**R.IT.04.01:** Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. (ELA)

**R.NT.04.01:** Describe the shared human experience depicted in classic, multicultural and contemporary literature recognized for quality and literary merit. (ELA)

**R.NT.04.02:** Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. (ELA)

**R.NT.04.04:** Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts and resolutions to enhance the plot and create suspense. (ELA)

**R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. (ELA)

**W.GN.04.03:** Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features. (ELA)

**W.PR.04.02:** Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence). (ELA)

**Describe:**
- economic regions
- elevation
- geographic questions
- human activity
- human characteristic
- human-environment interaction
- human and physical characteristics of a place

**Identify:**
- immigration
- impact of immigration
- intermediate directions
- landform regions
- maps
- migration
- negative effect
- patterns of population density
- physical characteristics
- physical environment
- political boundaries
- political regions
- positive effect
- purposes of geographic tools and technology
- push/pull factor
- regions
- relative location
- United States
- vegetation regions
- special purpose maps
**D.RE.04.02:** Order a given set of data, find the median, and specify the range of values. (Math)