

# Ganado Unified School District #20 (Social Studies/4<sup>th</sup> Grade)

## PACING Guide SY 2021-2022

Resources	AZ College and Career Readiness Standards	Essential Question (HESS Matrix)	Learning Goals	Vocabulary (Content/Academic)
<b>First Quarter</b> <b>August 3, 2021 – Oct. 7, 2021</b> <b>Chapters 1 - 3:</b>				
<b>Chapter 1: Geography of the United States</b> <input type="checkbox"/> Social Studies United States Regions myWorld interactive 4  <input type="checkbox"/> Social Studies Teacher Edition	<b>Introduce the Unit</b> Strand 4 Geography Concept 1, PO6: Locate physical and human features using maps, illustrations, images, or globes: a. physical (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait) b. human (i.e., equator, four hemispheres, city, state, country, roads, railroads)	<b>Introduce the Unit</b> Geography Skills  <b>How does Geography affect the way we live?</b>	<b>Introduce the Unit</b> <ul style="list-style-type: none"> <li>▪ I can identify and describe the five themes of Geography.</li> <li>▪ I can identify Earth's continents and oceans on the Globe.</li> </ul>	<b>Introduce the Chapter</b> Academic Language: <b>Content Vocabulary:</b> Continent Hemisphere Equator Prime meridian Relative location Erosion Absolute location Lines of latitude Lines of longitude
	<u><b>Lesson 1</b></u>  Strand 4 Geography Concept 1, PO5: Describe characteristics of human and physical features: a. Physical –(i.e., river, lake, mountain,	<u><b>Lesson 1</b></u>	<u><b>Lesson 1</b></u>  I will know that the United States	<u><b>Lesson 1</b></u> Academic Language:

range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes)  
b. Human- (i.e., equator, four hemispheres, cities, state, country, harbor, dams, territory, county)

**Lesson 2**

World Geography  
Strand 4 Science Strand 6 Concept 3:  
Understand characteristics of weather condition and climate.

**Lesson 2**

*I will know that weather and climate vary across the regions of the United States*

Weather and Climate  
Map and Graph Skill  
Read Inset Maps

Primary Source  
Lewis and Clark Expedition

**Lesson 2**

-Define climate and distinguish it from weather.

-Identify factors that contribute to climate, such as wind, temperature and precipitation.

Content  
Vocabulary:  
Continent  
Hemisphere  
Equator  
Prime meridian  
Relative location  
Erosion  
Absolute location  
Lines of latitude  
Lines of longitude

**Lesson 2**

Academic Language:  
Contribute  
Factor  
Content Vocabulary:  
Weather  
Climate  
Temperature  
Precipitation  
Humidity  
Elevation

**Lesson 3**

Region and Resources  
Science Strand 4: Concept 3 PO5:  
Describe the major economic activities and land use patterns (i.e., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.

**Lesson 3**

*I will know that each region has natural resources that are used to make products.*

**Lesson 3**

Region and Resources

- Analyze and classify natural resources, capital resources, and human resources
- Distinguish between renewable and nonrenewable resources
- Explain ways people conserve resources

**Lesson 3**

Academic Language:  
Content Vocabulary:  
Natural resource  
Economy  
Product  
Capital resource  
Human resource  
Nonrenewable  
Conserve  
Renewable

**Lesson 4**

World Environment and Society  
Strand 4 Concept 5 PO1: Describe human dependence on the environment and natural resources to satisfy basic needs.

**Lesson 4**

*I will know that people adapt to and change the environment to meet their needs.*

- Analyze how people adapt to the environment.

**Lesson 4**

People and the Land  
Literacy Skills  
Summarize  
Citizenship

**Lesson 4**

Academic Language:  
Depend  
Monitor  
Content Vocabulary:  
Adapt

Strand 4 Concept 5 PO3: Describe the impact of human modifications (e.g., dams, mining, air conditioning, Irrigation, agricultural) on the physical environment and ecosystems.

## Chapter 2

### Lesson 1

American History

(Note: Prehistoric tribes in Arizona were introduced in Grade 1)

Strand 1 PO1: Describe the legacy and cultures of prehistoric people in the Americas:

- a. Characteristics of hunter-gatherer societies
- b. Development of agriculture.

4.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first – and third – person narrations.

### Lesson 2

Strand 1 American History, Concept 4 Revolution and New Nation: No performance objectives at this grade.

Strand 1: Concept1: PO 1:

- a. Timelines-B.C.E and B.C; C.E. and A.D. b. graphs, table, charts, and maps.

4. RI.2 Determine the main idea of a story and explain how it is supported by key details; summarize the text.

Strand 1: Concept5:

- Analyze the way technology has both harmed and improved the environment.

Marjory Stoneman Douglas:  
Rescuer of the Everglades

Technology  
Irrigation  
Aquifer

## Chapter 2

### Lesson 1

**How have we stayed the same or changed during our history?**

Literacy Skills:  
Compare and Contrast

### Lesson 2

A New Nation  
Map and Graph Skills  
Interpret Timelines

## Chapter 2

### Lesson 1

*I will know that when Europeans and American Indians met, their cultures changed forever.*

- Describe how archeologists learn about the first Americans.
- Describe how the first Americans lived
- Identify early European explorers and colonies, and their impact on the country.
- Define the Columbian Exchange and discuss how it affected life in Europe and the Americas

### Lesson 2

*I will know that the United States grew out of the English colonies and became an independent nation*

- Describe how the United States gained its independence from Britain.
- Identify actions and events that contributed to a growing

## Chapter 2

### Lesson 1

Academic Language:  
Claim  
Create  
Content Vocabulary:  
Archeologist  
Artifact  
hunter-gatherer  
agriculture  
culture  
colony  
enslaved  
tradition

### Lesson 2

Academic Language:  
Organize  
compromise  
Content Vocabulary:  
Independence  
Confederation  
Congress  
Constitution  
Delegate  
Ratify  
Amendment

### Lesson 3

**Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.**

- 4.SP4.1 Explain probable causes and effects of events and developments.
- 4.SP4.2 Summarize the central claim in a secondary work of history.
- 4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

### Lesson 4

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

- 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

### Lesson 3

### Lesson 4

*I will know that the United States became one of the world's most powerful nations after the Civil War.*

The United States Becomes a World Power  
Primary Source  
"The New Colossus"

movement for independence among American colonists.

- Identify the reasons that some Americans called for a new constitution in the 1780s.
- Summarize some of the issues that were discussed

### Lesson 3

- Define Manifest Destiny and describe its impact on the country.
- Discuss the causes and effects of the Industrial Revolution.
- Discuss causes of and the events leading to the Civil War.
- Identify the goals of Reconstruction.
- Describe how the growth of and changes in the United States in the mid-nineteenth century affected American Indians.

### Lesson 4

- Describe the impact of the transcontinental railroad and other transportation systems on the growth of the United States.
- Explain how manufacturing and inventions changed life for ordinary Americans.
- Describe the impact of immigration on the United States.
- Define the elements of the

Territory

### Lesson 3

Academic Vocabulary  
Productive  
Pursue  
Content Vocabulary  
Immigrant  
Industry  
States' rights  
Abolitionist  
Secede  
Reconstruction  
Segregation  
Reservation

### Lesson 4

Academic Vocabulary  
Influence  
Limit  
Content Vocabulary  
Transcontinental  
Manufacturing  
Entrepreneur  
Diverse  
Depression  
Fascism

**Lesson 5**

**Lesson 5**

Great Depression and the New Deal.  
▪ Discuss the causes and effects of World War I and World War II

**Lesson 5**

**Chapter 3**  
Government in the United States

*I will know that the United States faces continuity and change in the Twenty-first century.*

**Lesson 5**

Academic Vocabulary  
Rivalry  
Cooperate  
Content Vocabulary  
Cold War  
Communism  
High-tech  
Civil rights  
Boycott  
Terrorist  
Interdependent

**Lesson 1**  
Identify the rights and freedoms supported by the following documents:  
a. preamble of the U.S. Constitution  
b. Bills of Rights  
c. Statement of Natural Rights as found in the Declaration of Independence

The United States since World War II  
Citizenship  
Elizabeth Cady Stanton:  
American Suffragist  
Chapter Assessment

Explain why the end of WW II is often considered a turning point for the United States.  
 Define the Cold War and explain how it was different for other wars  
 Identify key events of the Civil Rights Era.  
 Describe the challenges faced by the United States today.

**Lesson 1**  
Academic Vocabulary  
Purpose  
Require  
Establish  
Define

Locate information using both primary and secondary sources.  
**SS04-S2C1-03**

What is special about American Government?

**Lesson 1**  
*I will know the principles upon which our government is based.*  
Principles of Our Government

**Lesson 1**  
-I can identify the rights and freedoms supported by the Constitution, Declaration of Independence and the Bill of Rights.  
-I can explain the role of government in protecting these rights and freedoms.

Content Vocabulary  
Republic  
Citizen democracy  
Sovereignty  
Self-evident  
Unalienable  
Liberty

**Lesson 2**  
Strand 3 PO1: Describe the 3 branches of state and nation government:  
a. Executive

Primary Source  
A letter from John Adams to Abigail Adams.

**Lesson 2**  
*I will know the responsibilities of the three branches of the*

**Lesson 2**  
▪ Understand the functions and responsibilities of the

**Lesson 2**  
Academic vocabulary  
Control  
Enforce  
Ensure

b. Legislative  
c. judicial

Strand 3 PO2: Describe different levels of government (e.g., local, tribal, state, national)

**Lesson 3**

Strand 3 Concept 4 Po1: Discuss ways an individual can contribute to a school or communities.

PO2: Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance

PO3: Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, and jury duty).

*United States government*  
How our Government Works

Literacy Skills:  
Categorize

**Lesson 3**

Our Rights and Responsibilities  
Critical Thinking Skills:  
Compare Points of View

Citizenship:  
Tammy Duckworth  
Veteran and United States  
Senator

legislative, executive, and judicial branches of the federal government.  

- Identify and understand the differences between the national, state, and local levels of government.

**Lesson 3**

- Identify important rights of citizens in the United States.
- Analyze and understand national and state symbols and holidays that commemorate people, events, and ideals of our government.
- Identify how citizens participate in their government and community by fulfilling their responsibilities and exercising.
  - Demonstrate how constitutional amendments have changed our nation.

Content Vocabulary  
Legislative branch  
Executive branch  
Judicial branch  
Checks and balances  
**Lesson 3**  
Academic Vocabulary  
Participate  
Convince  
Content Vocabulary  
Jury  
Candidate  
Patriotism  
Symbol  
Petition

**Second Quarter**  
**October 2021 – December 2021**  
**Chapter 4- 6:**

What is the Economy?

**Lesson 1**

*I will know that economies exist to satisfy people's needs and wants.*

Literacy Skills  
Make Predictions

**Lesson 1**

- Demonstrate an understanding of needs and wants.
- Demonstrate and understanding of the basics of our economic system, including the role of producers, consumers, and products.
  - Understand the basic questions that all economic system must answer.
  - Differentiate between a free

**Lesson 1**

Academic Language:  
Involve  
Individual  
Content Vocabulary:  
producer  
Consumer  
Free Enterprise system  
Market economy  
Command economy  
Private property

**Chapter 4**  
**The Nation's**  
**Economy**

Social Studies

Text-  
book

Social Studies

**Lesson 1**

Strand 4 Concept 4 PO 1: Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism) and growth of major Arizona cities.

Strand 5 Concept1 PO1 Explain the decision for a personal spending choice.  
Strand 5 Concept 2 PO2 Describe why (e.g., schools, fire, police, and library)

Teacher  
Edition  
 Focus Skills  
Transparency

Home

Work and practice  
Book  
 Vocabulary  
transparency

Time -

Links

state and local governments collect taxes.

**Lesson 2**

Strand 5 Concept 2 PO 3: Give examples of how voluntary exchanges of goods and services can be mutually beneficial.  
Strand 5 Concept 2 PO4: Discuss how profit is an incentive to entrepreneurs.  
Strand 5 Concept 2 PO5: Describe risks that are taken by entrepreneurs.

**Lesson 2**

*I will understand that businesses supply goods and services to match demand*

Trade and Markets

enterprise system and other economic systems.  

- Understand and identify the government's role and services as well as laws and rules to protect the U.S. economy.

**Lesson 2**

- Understand the difference between bartering and the use of money.
- Understand and demonstrate how inflation affects prices.
- Understand and demonstrate how businesses provide goods and services to the public to make a profit.
- Explain why entrepreneurs are willing to take risks to start a new business.

Identify the forces of supply and demand in a market economy.

**Lesson 2**

Academic Language:  
Borrow  
Available  
Content Vocabulary:  
Currency  
Barter  
Inflation  
Profit  
Income  
Supply  
Demand

**Lesson 3**

Strand 5 Concept 4: Global Economics: Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

**Lesson 3**

*I will understand how global trade affects my life.*  
People and the Economy  
Primary Source  
Henry Ford, Entrepreneur

**Lesson 3**

- Demonstrate how technology has led to an increase in global trade.
- Identify examples of globalization and how it has led to interdependence between countries.
- Understand the difference between imports and exports.
- Demonstrate an understanding of specialization and the division of labor and how they lead to higher quality and an increase in productivity.

**Lesson 3**

Academic Vocabulary  
Promote  
prefer  
Content Vocabulary  
Scarcity  
Opportunity cost  
Incentive  
Advertising  
interest

**Lesson 4**

Strand 5 Concept 4: Global Economics: Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

**Lesson 4**

*I will understand how global trade affects my life.*

A Global Economy  
Critical Thinking Skills  
Analyze Costs and Benefits  
Citizenship  
Bill Gates: Professional Problem Solver

**Lesson 4**

Demonstrate how technology has led to an increase in global trade.

Identify examples of globalization and how it has led to interdependence between countries.

Understand the difference between imports and exports.

Demonstrate and understanding of specialization and the division of labor and how they lead to higher quality and an increase productivity.

Describe the effects of globalization in today's world.

**Lesson 4**

Academic Language: Task benefit  
Content Vocabulary: Innovation  
Import  
Export  
Division of labor  
Specialization  
Productivity  
Outsourcing

**Chapter 5 Regions: The Northeast****Lesson 1**

Strand 4 PO5: Describe characteristics of human and physical features:

a. Physical (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, and dunes)

Strand 4 PO5: Describe how regions and places have distinct characteristics.

**Lesson 1**

*I will know that the Northeast has mountains, along coast, and large lakes and rivers.*

The land of the Northeast

BIG Question: How does where we live affect who we are?

**Lesson 1**

Identify the physical characteristics of the Northeast region.

Describe the differences between coastal and mountain areas of the region.

Interpret physical map of the Northeast

Describe the bodies of water in the Northeast.

**Lesson 1**

Academic Vocabulary Surround attract  
Content Vocabulary Lighthouse  
Peninsula  
Sound  
Glacier

**Lesson 2**

Strand 4 Concept 4 PO1: Describe the factors (push and pull) that have contributed to the settlement, economic development.

Strand 4 Concept PO1: Describe human

**Lesson 2**

*I will know that the Northeast is rich in natural resources and makes many products.*

Resources in the

**Lesson 2**

Describe natural resources that are plentiful in the Northeast region of the United States.

**Lesson 2**

Academic Language: Allow  
Provide  
Content Vocabulary: Mineral



dependence on the physical and environment and natural resources to satisfy basic needs.

**Lesson 3**

Strand 1 Concept 5 PO 4: Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).

Strand 1 Concept 5 PO5: Describe the conflict of culture that occurred between newcomers and Native Americans.

Strand 1 Concept 1 PO2: Describe the difference between primary and secondary sources.

Strand 1 Concept 1 PO3: Locate information using both primary and secondary sources.

**Lesson 4**

Strand 1 Concept 10 PO 2: Describe the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, internet, books, and maps.)

4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text.

**Lesson 5**

Strand 1 Concept 10 PO 2: Describe the

Northeast

**Lesson 3**

Birthplace of the Nation  
Primary Source  
Edward Winslow, A journal of the Pilgrims at Plymouth, 1622

**Lesson 4**

Growth and Change in the Northeast  
Literacy Skills  
Cause and Effect

**Lesson 5**

of the Northeast.

Interpret a map of natural resources.  
▪ Explain some of the features that contribute to tourism in the Northeast.

**Lesson 3**

▪ Analyze the way of life of American Indians and their interactions with early settlers.  
▪ Describe the roles the colonies of the Northeast played in the American Revolution.  
▪ Explain how abolitionists and advocates for women's rights influenced the country.

**Lesson 4**

▪ Describe the different waves of immigration.  
▪ Describe the impact of immigration on the United States and the Northeast region  
▪ Identify nineteenth-century inventions and advances in

technology, and explain how they helped industry grow.

▪ Describe the causes and effects of the reform movement

**Lesson 5**

Quarry  
Overfishing  
Bog  
Tourist

**Lesson 3**

Academic Language  
Survive  
oppose

**Lesson 4**

Academic Language  
Advance  
Protect  
Content Vocabulary  
Steamboat  
Patent  
Sweatshop  
Labor union

**Lesson 5**

connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, internet, books, and maps.)

**Chapter 6**  
**Region: The Southeast**

**Lesson 1**

Strand 4 PO5: Describe characteristics of human and physical features:  
a. Physical (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, and dunes)

Strand 4 PO5: Describe how regions and places have distinct characteristics.  
Strand 4 Concept 1 PO 1: Use different types of maps to solve problems (i.e., road maps-distance, resource maps-products, historical maps-boundaries, thematic map-climates).

**Lesson 2**

Strand 4 PO5: Describe how regions and places have distinct characteristics.  
Strand 1 Concept 10 PO 2: Describe the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, internet, books, and maps.)

The Northeast Today  
Critical Thinking Skills  
Work in Teams  
Citizenship Jacob Riis:  
Helping Immigrants

**Chapter 6**  
**Region: The Southeast**

How does where we live affect who we are?

**Lesson 1**

Land and Water of the Southeast  
Map and Graph Skills  
Use a Road Map and Scale

**Lesson 2**  
**Climate of the Southeast**

- Explain the factors that contributed to the growth of cities in the Northeast.
- Analyze the differences between urban and rural lifestyles in the Northeast.
- Describe the landmarks and unique characteristics of cities of the Northeast.
- Describe how cities have changed over time

**Lesson 1**

*I know that the Southeast's geography is varied, from the Appalachian Mountains to the Gulf and Atlantic coasts.*

- Identify, locate, and describe the major landforms of the Southeast.
- Identify, locate, and describe major rivers and bodies of water in the Southeast.

Discuss how the different lands in the Southeast support different kinds of plants and animals.

**Lesson 2**

*I will know that the Southeast's location gives the region a warm climate and varied weather.*

- Discuss the weather and climate of the Southeast.
- Understand how major storms form and how they affect the Southeast.

Academic Language  
Pollution  
demand  
Content Vocabulary  
Commerce  
Rural  
Urban  
Population density

**Lesson 1**

Academic Language:  
Occupy  
transfer  
Content Vocabulary:  
Wetland  
Barrier island  
Piedmont  
Fall line  
Watershed  
Endangered species  
extinct

**Lesson 2**

Academic Language:  
Generate  
Consequence  
Content Vocabulary:  
Growing season  
Key  
Hurricane  
Storm surge  
Levee

**Lesson 3**

Strand 4 PO5: Describe how regions and places have distinct characteristics.

W.4.2b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**Lesson 3**

A land of Many Resources  
Literacy Skills  
Distinguish Fact from Opinion.

Summarize the ways people in the Southeast change their environment in order to prepare for extreme weather events as well as handle their effects.

Evacuation

**Lesson 3**

*I will know that the Southeast is rich in natural resources.*

Identify and describe the major resources of the Southeast and the locations where they are found.  
 Describe how the resources of the Southeast have shaped

**Lesson 3**

Academic Language  
Mastery  
Restore  
Content Vocabulary  
Timber  
Pulp  
Livestock  
Fossil fuel  
Hydroelectric power  
Heritage

the lives of the region's people.  
▪ Summarize how the region's people interact with and change their environment in order to obtain resources.

**Lesson 4**

Strand 4 Concept 4 PO1: Describe the factors (push and pull) that have contributed to the settlement, economic development.

Strand 4 Concept PO1: Describe human dependence on the physical and environment and natural resources to satisfy basic needs.

**Lesson 4**

Settling the Southeast  
Primary Source  
Cherokee Syllabary

**Lesson 4**

*I know that the Southeast has a history of crisis and rebuilding.*

▪ Identify different groups that have settled in the Southeast during its history and summarize their interaction.  
▪ Summarize the role played by people of the Southeast in the formation of the United States and in the nation's early history  
▪ Discuss the role people of the Southeast had in trans-Appalachian expansion and the in the settling of states across the country.  
▪ Identify and summarize the achievements of key figures in the history of the Southeast.

**Lesson 4**

Academic Language  
Intent  
Ruins  
Content Vocabulary  
Indentured servant  
Plantation  
Pioneer  
emancipation

**Lesson 5**

Strand 4 Concept 4 PO1: Describe the factors (push and pull) that have contributed to the settlement, economic development

Strand 4 Concept PO1: Describe human dependence on the physical and environment and natural resources to satisfy basic needs.

**Lesson 5**

Southern Life  
Citizenship  
Rosa Parks: Mother of the Civil Rights Movement.

**Lesson 5**

Identify major cultural achievements of the Southeast.  
 Describe the widespread

influence of the culture of the Southeast throughout the rest of the country and the world.  
 Summarize the social and economic changes that the Southeast has experienced since the Civil War.  
 Identify and describe some major cities of the Southeast.

**Lesson 5**

Academic Language  
Essential  
Perspective  
Content Vocabulary  
Gullah  
Jazz  
Folklore  
Craft  
Port

**Third Quarter**  
**January 3, 2022 – March 11, 2022**  
**Chapter 7 – 9:**

**Chapter 7:**  
**Regions: The Midwest**

Social Studies

United States  
Regions

myWorld  
interactive4

Social Studies

Teacher  
Edition

**Lesson 1**

Strand 4 PO5: Describe how regions and places have distinct characteristics.

4 PO5: Describe characteristics of human and physical features:  
a. Physical (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, and dunes)

How does where we live affect who we are?

**Lesson 1**

In the heart of the Nation

Critical Thinking Skills  
Give an Effective Presentation

**Lesson 1**

*I will know that the lives of people in the Midwest are affected by its landforms and bodies of water.*

- Describe the landforms of the Midwest.
- Identify and discuss the major rivers and bodies of water in the Midwest.
- Describe the weather and climate of the Midwest and identify the sources of the region's climate

**Lesson 1**

Academic Language  
Situating  
Account  
Content Vocabulary  
Great Plains  
Prairie  
Central plains  
Blizzard  
Tornado  
Badlands

**Lesson 2**

Science strand 6 Concept 3: Understand characteristics of weather conditions and climate.

Strand 4 Concept 3 Describe how natural events and human activities impact environments.

Strand 4 Concept4 PO1 Describe the that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth.

**Lesson 2**

Resources and Farming



COMMUNICATION



patterns.

- Describe the plant and animal life of the Midwest.

**Lesson 2**

- Discuss how the Midwest's land and climate make it one of the world's most productive agricultural areas.

- Summarize how factors such as soil type and climate create areas in the Midwest in which different crops thrive.

- Identify nonagricultural natural resources in the Midwest.
- Discuss how the region's people interact with and change their environment in order to obtain resources.

**Lesson 2**

Academic Language  
Combine  
Critical  
Content Vocabulary  
Nutrient  
Arable  
Crop rotation

**Lesson 3**

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

**Lesson 3**

Settling in the Midwest  
Primary Source:  
Wila Cather, Roll Call on the Prairies

**Lesson 3**

Identify American Indian

**Lesson 3**

Academic Language:  
Great Plains  
Prairie  
Central Plains  
Lizard  
Tornado  
Badlands

Academic Vocabulary:  
Situate

**Chapter 8**

**Lesson 4**

**The Midwest on the Move**

- 4.SP3.1 Develop questions about events and developments in the Americas.
- 4.SP3.2 Compare information provided by various sources about events and developments in the Americas.
- 4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.

4.RI.4.2

- Determine the main idea of a story and explain how it is supported by key details; summarize the text.

**Regions: The Southwest**  
Life in the Southwest  
Welcome

**Lesson 1**

**Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between**

**Lesson 4**

**How does where we live affect who we are?**

Literacy Skills:  
Identify Main Idea and Details

Citizenship:  
Jean Baptiste Point DuSable: The father of Chicago, Illinois

How does where we live affect who we are?

**Lesson 1**

A Varied Land

*I will know how a central location made the Midwest important in the nation's transportation and trade.*

Discuss the importance of trade in the history of the growth of the Midwest. the way it linked the Midwest to other regions and led to economic growth

**Lesson 1**

- Describe the varied lands of the West, especially its major landforms.
- Analyze the physical

Account

**Lesson 4**

Vocabulary:

Junction  
Hub  
Interstate highway

Academic Vocabulary

Develop initial

**Lesson 1**

Volcano  
Geyser  
Magma  
Tsunami

the past and present.

- 4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2 Compare life in specific historical time periods to life today.
- 4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.
- Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists,

**4.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Lesson 2**

**Climate of the West**

**Human-environment interactions are essential aspects of human life in all societies.**

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of

**Lesson 2**

**Literacy Skill:  
Make Generalizations**

processes that result in volcanic activity, earthquakes, hot springs and geysers, and the formation of islands in the West.

- Compare the many lakes and rivers the West has.

Academic Vocabulary  
Accumulate  
Recall

**Lesson 2**

*I will know how weather and climate vary in different parts of the West.*

Describe the wide variety of climates found in the West, including the hottest and coldest areas, and areas with more moderate climates.

Identify areas of high and low precipitation in the West.

**Lesson 2**

Vocabulary  
Tundra  
Rain shadow  
Nocturnal

Academic Vocabulary  
Impress  
Camouflage

animals, clothing, recreation, and utilization of renewable and non-renewable natural resources.

### Lesson 3

Western Resources

**Human-environment interactions are essential aspects of human life in all societies.**

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources.

### Lesson 4

Growth of the West

**Human-environment interactions are essential aspects of human life in all societies.**

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources.

### Lesson 3

Critical Thinking Skills:  
Analyze Images

### Lesson 4

Critical Thinking Skills:  
Analyze Images

### Lesson 3

*I will know about the different resources that are found in the West and how the region depends on them.*

Identify major natural resources in the West and how they create income.

Understand that the West has many mines that provide minerals.

### Lesson 4

I will know how growth has affected the states in the West.

Identify American Indian groups that have lived in the West.

Demonstrate how Spanish exploration and colonization led to the development of the West.

Understand the history of Western settlement by people from elsewhere in the United States and abroad.

### Lesson 3

Vocabulary

Reforest  
Central Valley canal  
vineyard

Academic Vocabulary

Favorable  
Considerable

### Lesson 4

Vocabulary

Totem pole  
Ranch  
Gold rush  
Boomtown

Academic Vocabulary

Seek  
Maintain



Lesson 5

The West Today

**Human-environment interactions are essential aspects of human life in all societies.**

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources.

Lesson 5

**Primary Source**

Ansel Adams, The Portfolios of Ansel Adams

**Citizenship**

Elizabeth Peratrovich: Voice of the People

Lesson 5

*I will know about work and recreation in the West today and the challenges in its future.*

Identify major elements of the West's economy today.

Demonstrate the importance of trade to the economy of the West, especially trade with other nations that border the Pacific Ocean.

Understand that the West has many ports at which goods are both imported and exported.

Describe the challenges the West faces today and in the future and what the region is doing to meet those challenges.

Lesson 5

Vocabulary

Silicon  
Pacific Rim  
International trade

Academic Vocabulary

Pace  
Guarantee

**Fourth Quarter  
March 21 –  
May 26, 2022**

1. Review and/or Reteach Specific Standards
2. In-Class Tests
3. Galileo Benchmark Assessments
4. Az-Merit Assessments
5. AIMS Science Test

