

**Southington Public Schools
Curriculum Map**

Subject: Social Studies

Grade: 4

UNIT TITLE	#1 Southeast	#2 West	#3 Midwest	#4 Southwest
CONTENT	<ul style="list-style-type: none"> • Geographic location of the Southeast • The natural resources that have the largest impact on the region • The biggest cultural influences on the region • The Southeast has specific states, landforms, and bodies of water 	<ul style="list-style-type: none"> • The natural resources that have the largest impact on the region • The biggest cultural influences on the region • Native American Influence • Important landforms • The major bodies of water • Places of interest and how it influences the economy in the West region 	<ul style="list-style-type: none"> • Geographic location of the Midwest • The natural resources that have the largest impact on the region • The biggest cultural influences on the region • Native American influence • Important bodies of water • The climate of the Midwest • Places of interest and how it influences the economy in the Midwest region 	<ul style="list-style-type: none"> • The natural resources that have the largest impact on the region • The biggest cultural influences on the region • Native American influence • States, landforms, and bodies of water • The climate of the Southwest • The economy in the Southwest region
STATE STANDARDS	<p><i>Social Studies Standards</i></p> <p>1.4 Identify the main idea in a source of historical information</p> <p>1.5 Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways</p> <p>1.7 Write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials</p> <p>3.1 Recognize that people develop traditions that transmit their beliefs and ideals</p> <p>3.5 Describe some goods, products, and ideas which were exchanged as the result of movement</p>	<p><i>Social Studies Standards</i></p> <p>1.4 Identify the main idea in a source of historical information</p> <p>1.5 Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways</p> <p>1.7 Write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials</p> <p>3.1 Recognize that people develop traditions that transmit their beliefs and ideals</p> <p>3.5 Describe some goods, products, and ideas, which were exchanged as the result of movement</p> <p>4.1 Exhibit curiosity and pose questions about the past when presented with artifacts, records, or other evidence of the past</p> <p>8.2 Describe ways in which communities and nations influence each other</p>	<p><i>Social Studies Standards</i></p> <p>1.4 Identify the main idea in a source of historical information</p> <p>1.5 Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways</p> <p>1.7 Write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials</p> <p>3.1 Recognize that people develop traditions that transmit their beliefs and ideals</p> <p>3.5 Describe some goods, products, and ideas which were exchanged as the result of movement</p> <p>3.6 Describe the impact of various technological developments on the local community and on the nation</p>	<p><i>Social Studies Standards</i></p> <p>1.4 Identify the main idea in a source of historical information</p> <p>1.5 Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways</p> <p>1.7 Write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials</p> <p>2.1 Demonstrate a familiarity with peoples, events, and places from a broad spectrum of human experience through selected study from historical periods and from the various regions (e.g. East Asia, Europe, the Americas, Africa, South Asia, West Asia)</p>

STATE STANDARDS	4.5	Recognize relationships between events and people of the past and present circumstances, concerns, and developments	9.1	Define and identify natural and human characteristics of places	3.7	Identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements	3.1	Recognize that people develop traditions that transmit their beliefs and ideals
	8.2	Describe ways in which communities and nations influence each other	9.2	Explain how human and natural processes shape places	4.4	Display empathy for people who have lived in the past	3.4	Describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people
	9.1	Define and identify natural and human characteristics of places	9.3	Provide reasons why and describe how places and regions change and are connected	8.2	Describe ways in which communities and nations influence each other	3.5	Describe some goods, products, and ideas which were exchanged as the result of movement
	9.2	Explain how human and natural processes shape places	9.4	Observe and describe how places and regions are identified, defined and bounded	9.1	Define and identify natural and human characteristics of places	4.5	Recognize relationships between events and people of the past and present circumstances, concerns, and developments
	9.6	Locate major physical and human features in the New England region and the United States	10.1	Identify the types of physical systems and their characteristics that affect the Earth's surface	9.2	Explain how human and natural processes shape places	8.2	Describe ways in which communities and nations influence each other
	10.1	Identify the types of physical systems and their characteristics that affect the Earth's surface	10.2	Demonstrate how Earth-Sun relationships shape climate and vegetation patterns	9.6	Locate major physical and human features in the New England region and the United States	9.1	Define and identify natural and human characteristics of places
	10.2	Demonstrate how Earth-Sun relationships shape climate and vegetation patterns	10.3	Explain the factors that affect the location, distribution and associations of features of the physical environment	10.1	Identify the types of physical systems and their characteristics that affect the Earth's surface	9.2	Explain how human and natural processes shape places
	10.3	Explain the factors that affect the location, distribution and associations of features of the physical environment	10.4	Define local environmental features	10.2	Demonstrate how Earth-Sun relationships shape climate and vegetation patterns	9.3	Provide reasons why and describe how places and regions change and are connected
	10.4	Define local environmental features	10.5	Draw a simple map of continents and oceans	10.3	Explain the factors that affect the location, distribution and associations of features of the physical environment	9.4	Observe and describe how places and regions are identified, defined and bounded
	10.5	Draw a simple map of continents and oceans	10.6	Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.).	10.4	Define local environmental features	10.1	Identify the types of physical systems and their characteristics that affect the Earth's surface
	11.1	Explain the patterns, distributions, and relocations of people	11.1	Explain the patterns, distributions, and relocations of people	10.6	Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.)	10.2	Demonstrate how Earth-Sun relationships shape climate and vegetation patterns
	11.2	Identify the political, social, and economic units of an area	11.2	Identify the political, social, and economic units of an area	11.1	Explain the patterns, distributions, and relocations of people	10.3	Explain the factors that affect the location, distribution and associations of features of the physical environment
	11.3	Understand the elements of culture and how they change	11.3	Understand the elements of culture and how they change	11.2	Identify the political, social, and economic units of an area		
	11.4	Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.)	11.4	Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.)	11.3	Understand the elements of culture and how they change.		
	12.1	Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies	11.5	Explain locations and characteristics of human settlements and how they have changed over time	11.4	Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.)		
			12.1	Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies	11.5	Explain locations and characteristics of human settlements and how they have changed over time		

STATE STANDARDS	12.2	Create information from maps, globes, and geographic models in graphs, diagrams, and charts	12.2	Create information from maps, globes, and geographic models in graphs, diagrams, and charts	12.2	Create information from maps, globes, and geographic models in graphs, diagrams, and charts	10.4	Define local environmental features
	12.3	Use maps, globes, graphs, models, computer programs and texts, as appropriate	12.3	Use maps, globes, graphs, models, computer programs and texts, as appropriate	12.3	Use maps, globes, graphs, models, computer programs and texts, as appropriate	10.6	Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.)
	12.5	Explain ways in which humans use and interact with environments	12.4	Explain how human and natural processes shape places	12.5	Explain ways in which humans use and interact with environments	11.1	Explain the patterns, distributions, and relocations of people
	12.6	Identify locations of various economic activities and understand how physical and human factors influence them	12.5	Explain ways in which humans use and interact with environments	12.6	Identify locations of various economic activities and understand how physical and human factors influence them.	11.2	Identify the political, social, and economic units of an area
	13.2	Identify goods and service and give an example of each	12.6	Identify locations of various economic activities and understand how physical and human factors influence them	13.2	Identify goods and services and give an example of each	11.3	Understand the elements of culture and how they change
	13.3	Identify and give examples of resources: human, natural and capital, and explain how they are used	13.2	Identify goods and services and give an example of each	13.3	Identify and give examples of resources: human, natural and capital, and explain how they are used	11.4	Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.)
	14.4	Define a consumer and a producer and their roles in a market system	13.3	Identify and give examples of resources: human, natural and capital, and explain how they are used	14.3	Explain that a market exists whenever buyers and sellers exchange goods and services	12.1	Explain the characteristic and purposes of maps, globes, and other geographical tools and technologies
	14.5	Describe how the price of a good or service in a market is related to how much of it there is & how many people want it	14.1	Identify the three basic questions all economic systems must answer: What will be produced? How will it be produced? For who will it be produced?	14.4	Define a consumer and a producer and their roles in a market system	12.2	Create information from maps, globes, and geographic models in graphs, diagrams, and charts
	Language Arts Standards		14.3	Explain that a market exists whenever buyers and sellers exchange goods and services	14.5	Describe how the price of a good or service in a market is related to how much of it there is and many people want it	12.3	Use maps, globes, graphs, models, computer programs and texts, as appropriate
	1B.1	Generate and respond to questions	14.4	Define a consumer and a producer and their roles in a market system	Language Arts Standards		12.6	Identify locations of various economic activities and understand how physical and human factors influence them
	1B.2	Interpret information that is implied in a text	14.5	Describe how the price of a good or service in a market is related to how much of it there is and many people want it	1B.1	Generate and respond to questions	13.2	Identify goods and services and give an example of each
	1B.3	Distinguish between fact and opinion	Language Arts Standards		1B.2	Interpret information that is implied in a text	13.3	Identify and give examples of resources: human, natural and capital, and explain how they are used
	1B.5	Discuss and respond to texts by making text-to-self, text-to-text, text-to-world connections	1A.3	Organize relevant information to use in a summary	1B.3	Distinguish between fact and opinion	14.1	Identify the three basic questions all economic systems must answer: What will be produced? How will it be produced? For whom will it be produced?
	1C.1	Use phonetic, structural, syntactical and contextual clues to read and understand words	1A.4	Identify, use and explain text structures	1C.1	Use phonetic, structural, syntactical and contextual clues to read and understand words		
	1C.3	Analyze the meaning of words and phrases in context	1B.1	Generate and respond to questions	1C.3	Analyze the meaning of words and phrases in context		
	1C.4	Develop vocabulary through listening, speaking, reading and writing	1B.2	Interpret information that is implied in a text	1C.4	Develop vocabulary through listening, speaking, reading and writing		
			1B.4	Make and support judgments about texts	1C.5	Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).		

STATE STANDARDS	1C.5 Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	1B.5 Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	1D.1 Elicit, discuss and respect the opinions of others about written, oral, and visual text	14.4 Define a consumer and a producer and their roles in a market system
	1D.1 Elicit, discuss and respect the opinions of others about written, oral, and visual texts	1C.1 Use phonetic, structural, syntactical and contextual clues to read and understand words	1D.2 Share opinions and judgments based on texts heard, viewed or read	14.5 Describe how the price of a good or service in a market is related to how much of it there is and many people want it
	1D.2 Share opinions and judgments based on texts heard, viewed or read	1C.3 Analyze the meaning of words and phrases in context	2C.3 Compare and respond to text about multicultural experiences	Language Arts Standards
	2C.3 Compare and respond to text about multicultural experiences	1C.4 Develop vocabulary through listening, speaking, reading and writing	3A.1 Use oral language with clarity, voice and fluency to communicate a message	1B.1 Generate and respond to questions
	3A.1 Use oral language with clarity, voice and fluency to communicate a message	1C.5 Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	3A.3 Use the appropriate features of persuasive, narrative, expository or poetic writing	1B.2 Interpret information that is implied in a text
	3A.3 Use the appropriate features of persuasive, narrative, expository or poetic writing	1D.1 Elicit, discuss and respect the opinions of others about written, oral, and visual texts	3A.4 Write to delight in the imagination	1B.3 Distinguish between fact and opinion
	3A.4 Write to delight in the imagination	1D.2 Share opinions and judgments based on texts heard, viewed or read	3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral, or visual format	1B.5 Discuss and respond to texts by making text-to-self, text-to-text, text-to-world connections
	3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral, or visual format	2C.3 Compare and respond to text about multicultural experiences	3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities	1C.1 Use phonetic, structural, syntactical and contextual clues to read and understand words
	3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities	3A.1 Use oral language with clarity, voice and fluency to communicate a message	3B.3 Revise texts for organization, elaboration, fluency and clarity	1C.3 Analyze the meaning of words and phrases in context
	3B.3 Revise texts for organization, elaboration, fluency and clarity	3A.2 Listen to or read a variety of genres to use a s models for writing in different modes	3B.4 Research information from multiple sources for a specific purpose	1C.4 Develop vocabulary through listening, speaking, reading and writing
	3B.4 Research information from multiple sources for a specific purpose	3A.3 Use the appropriate features of persuasive, narrative, expository or poetic writing	3B.5 Examine sources of information and determine validity	1C.5 Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)
	3B.5 Examine sources of information and determine validity	3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral, or visual format	4B.1 Use sentence patterns typical of spoken and written language to produce text	1D.1 Elicit, discuss and respect the opinions of others about written, oral, and visual texts
	4B.1 Use sentence patterns typical of spoken and written language to produce text	3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities	4B.2 Use appropriate language as related to audience	1D.2 Share opinions and judgments based on texts heard, viewed or read
	4B.2 Use appropriate language as related to audience	3B.3 Revise texts for organization, elaboration, fluency and clarity	4C.1 Recognize the difference between Standard and Nonstandard English and use language appropriately	2C.3 Compare and respond to text about multicultural experiences
	4C.1 Recognize the difference between Standard and Nonstandard English and use language appropriately	3B.4 Research information from multiple sources for a specific purpose	4C.2 Demonstrate proficient use of proper mechanics, usage and spelling skills	3A.1 Use oral language with clarity, voice and fluency to communicate a message
	4C.2 Demonstrate proficient use of proper mechanics, usage and spelling skills	3B.5 Examine sources of information and determine validity		3A.3 Use the appropriate features of persuasive, narrative, expository or poetic writing

<p>STATE STANDARDS</p>	<p>4C.3 Use resources for proofreading and editing</p>	<p>3B.6 Publish and/or present final products in a myriad of ways, including the use of the arts and technology</p> <p>4B.1 Use sentence patterns typical of spoken and written language to produce text</p> <p>4B.2 Use appropriate language as related to audience</p> <p>4C.1 Recognize the difference between Standard and Nonstandard English and use language appropriately</p> <p>4C.2 Demonstrate proficient use of proper mechanics, usage and spelling skills</p> <p>4C.3 Use resources for proofreading and editing</p>	<p>4C.3 Use resources for proofreading and editing</p>	<p>3A.4 Write to delight in the imagination</p> <p>3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral, or visual format</p> <p>3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities</p> <p>3B.3 Revise texts for organization, elaboration, fluency and clarity</p> <p>3B.4 Research information from multiple sources for a specific purpose</p> <p>3B.5 Examine sources of information and determine validity</p> <p>4B.1 Use sentence patterns typical of spoken and written language to produce text</p> <p>4B.2 Use appropriate language as related to audience</p> <p>4C.1 Recognize the difference between Standard and Nonstandard English and use language appropriately</p> <p>4C.2 Demonstrate proficient use of proper mechanics, usage and spelling skills</p> <p>4C.3 Use resources for proofreading and editing</p>
<p>ASSESSMENT</p>	<p><u>PERFORMANCE TASK</u> EU: Climate, landforms, natural resources, and bodies of water affect how people live and the decisions they make. EU: There is a difference in climate from the Northeast EU: The natural resources that have the largest impact on the region EU: That tourism is an important industry in the Southeast</p>	<p><u>PERFORMANCE TASK</u> EU: Physical, political, and specialty maps give us information as well as location for all the states of the West Region. EU: Climate, landforms, and natural resources affect how people of the West live and the decisions they make. You have been learning about the West Region in class during the last few weeks. Your job now is to become a teacher and develop activities that will</p>	<p><u>PERFORMANCE TASK</u> Now that we have studied the Midwest, you want to become a tour guide for the region. You must create a written presentation showing a general knowledge of the area for the person who will be your boss if you get the job. Focus your writing on points of interest, tourism, climate, landforms, bodies of waters, natural resource, crops, products, and culture.</p>	<p><u>PERFORMANCE TASK</u> EU: Climate, landforms, and natural resources affect how people live and the decisions they make. EU: Physical, political, and specialty maps give us information about the Southwest. EU: People from all around the world explored and settled in the Southwest and their culture influenced the region.</p>

<p>ASSESSMENT</p>	<p>You have studied the Southeast Region in school and now think that it would be a great place to live. You must write a letter to your parent(s) that will convince them to move to the Southeast. In the letter address the climate, natural resources, landforms, economic and leisure opportunities to persuade them that the Southeast would be a better place to live.</p> <p>G To convince your family to move</p> <p>R You are a family member</p> <p>A Parents</p> <p>S I want to move to the Southeast</p> <p>P Letter to Mom/Dad/Family</p> <p>S Your performance needs to address the climate, natural resources, landforms, economic and leisure (tourism) opportunities in standard letter form.</p>	<p>reinforce this learning. You will create maps, worksheets, journal questions, and other assignments that will teach other students state location, landforms, bodies of water, climate, and natural resources important to the West Region.</p> <p>EU: The culture of the different groups of people who settled in the West Region has shaped the way people live today.</p> <p>While learning about the West we learned that the different groups of people whop</p> <p>EU: Tourism is an important industry of the West Region and plays a major role in its economy.</p>	<p>You will turn your written presentation into a 2-5 minute oral presentation that should also be accompanied by a visual display.</p> <p>G To convince the owner of the tour guide store to hire you</p> <p>R Tour Guide</p> <p>A Owner of company</p> <p>S I want to get a job as a tour guide for the Midwest</p> <p>P Create written presentation for owner</p> <p>S Create an oral presentation from written presentation</p> <p><i>Design a visual display to go along with oral presentation</i></p> <p>Chapter 8: Writing a Letter About the Midwest</p> <p>Imagine that you are a tourist who has just taken a crop duster tour of the Midwest. Write a letter home describing what you learned about the region. Letter must include:</p> <ul style="list-style-type: none"> • Date and Greeting • Introduction that gives a general description of the Midwest • Three paragraphs describing places you visited: <ul style="list-style-type: none"> a. What was most interesting/memorable about place visited? b. What was learned there that was new to you? c. Create a snapshot that best describes what you saw. • Use at least 7 of these words: farming, factory, high, lake, river, flat, field, exciting, roar, wheat, corn, cars, assembly line, transportation hub. <p><i>Include sample drawings or sketches that illustrate at least one site visited</i></p> <p>Chapter 9: Students will show their understanding of farming in the 1800's</p> <ul style="list-style-type: none"> • Narrative: Write a story about a day your spent on the farm in the 	<p>EU: Products of the Southwest are used throughout the world.</p> <p>EU: Tourism is an important industry of the Southwest.</p> <p>The Smithsonian Institution has decided to expand and construct a new exhibit building in the Southwest region of the United States. The exhibits in this building will center upon life in the Southwest from the time of Westward Expansion to the present. They have narrowed their search to the states of Texas, Oklahoma, New Mexico, and Arizona. The Smithsonian will be looking at the geographical, historical, and cultural advantages of building in one of these 4 states. Each committee formed from each state will try to persuade the Smithsonian to locate in their state.</p> <p>G To convince the Smithsonian Museum to move to a specific Southwest state.</p> <p>R You are a geographer, historian, or economist.</p> <p>A Smithsonian Institute</p> <p>S The challenge involves persuading the Smithsonian to move to your Southwest state.</p> <p>P You will persuade the Smithsonian to build in your state selecting any one of the following activities:</p> <ul style="list-style-type: none"> • Video presentation • Sales Pitch • Display board • Written Report • Posters • Brochure • Power point presentation <p>S Your performance needs to address the climate, natural resources, landforms, economic, cultural, and leisure (tourism) opportunities.</p>
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<p>ASSESSMENT</p>			<p>1800's. Describe your new home, surroundings, chores, food, and other information to the reader. Visualize life on a Midwest farm in 1800. Use words: furrow, scythe, flail, and thresh.</p> <ul style="list-style-type: none"> • Reader's Theater: Same as above but in reader's theater format. • Game Board: Create a game board to be played by other students. Create a bank of farm cards to be used by players when they land on designated spaces. Farm Cards must contain new words and concepts related to farming in 1800. <p>Expository Writing Topic: You have been given a chance to live on a family farm in the years 1800, 1900, and 2000. Which century would you choose to live in?</p> <p>Use vocabulary related to the era you selected.</p>	
	<p><u>OTHER EVIDENCE</u> Quiz: Using a map of the United States locate and label the Southeast Region and all it's states. Quiz: Create a specialty map to label the major landforms of the Southeast (Appalachian Mts., coastal plain) and important bodies of water (Mississippi River, Atlantic Ocean, Gulf of Mexico) Quiz: Content tested vocabulary (<i>Quizzes can be combined or given separately, teacher discretion</i>) Journal: Write a journal entry from the point of view of a tourist telling about a day you spent visiting the Southeast. Be sure you include specific cultural influences such as language, foods, and architecture. Or Journal: Write a journal entry telling about a day you spent with a</p>	<p><u>OTHER EVIDENCE</u> Quiz: Using a map of the United States locate and label the West Region and all it's states. Quiz: Create a specialty map to label the major landforms of the West Region (Great Basin, Sierra Nevada Mts., Coastal Ranges, Rocky Mountains) and bodies of water (Great Salt Lake, Columbia River, Pacific Ocean) Quiz: Content tested vocabulary (<i>Quizzes can be combined or given separately, teacher discretion</i>) Journal: Write a journal entry as if you were a tour guide taking a group of tourist on a trip throughout the West Region. In your journal discuss where you would take the group and why. Be sure to include tourist spots, landforms, and bodies of water. For each stop you need to explain it's importance to the</p>	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Quizzes • Journal Responses 	<p><u>OTHER EVIDENCE</u> Quiz: Using a map of the United States, locate and label the Southwest region and states. Quiz: Create a specialty map to label the major landforms (Rocky Mountains, Grand Canyon, desert region) and important bodies of water (Colorado River, Rio Grande) Quiz: Content tested vocabulary Journal: Your time machine has just transported you back to the year 1900 to spend a week with a farm family living on the prairie in a sod house. Compare your life in Southington to your experiences during your week on the prairie.</p>

<p>ASSESSMENT</p>	<p>Powhatan Indian Tribe. Be sure to include how they used their environment in their daily lives.</p> <p style="text-align: center;">And</p> <p>Unit Assessment: Will include multiple choice, fill in the blank, open ended, and CMT style questions.</p> <p style="text-align: center;">Enrichment</p> <p>At the conclusion of each unit the students will have an opportunity to show their understanding by completing 1 of 4 enrichment activities. Each activity will vary in degree of difficulty. Teacher will keep track of activities chosen by each student. As the year continues and new units start, students will be given the same project choices (but now geared toward the new region) and they must choose a different type ensuring by the end of the year they have each had a chance to complete each type of project.</p>	<p>region and why the tourists would enjoy spending time there.</p> <p style="text-align: center;">Or</p> <p>Journal: Write a journal entry comparing and contrasting the West Region to any other region of the United States. In your journal be sure to include similarities and differences in landforms, bodies of water, size, location, culture, climate, economy, history, and any other information you find important.</p> <p style="text-align: center;">And</p> <p>Unit Assessment: Will include multiple choice, fill in the blank, open ended, and CMT style questions.</p> <p style="text-align: center;">Enrichment</p> <p>At the conclusion of each unit the students will have an opportunity to show their understanding by completing 1 of 4 enrichment activities. Each activity will vary in degree of difficulty. Teacher will keep track of activities chosen by each student. As the year continues and new units start, students will be given the same project choices (but now geared toward the new region) and they must choose a different type ensuring by the end of the year they have each had a chance to complete each type of project.</p>		<p style="text-align: center;">Or</p> <p>Journal: You have just arrived back from a week's vacation in Phoenix, Arizona. You find that it is like and also different from the Town of Southington in many ways. Complete the graphic organizer to help you write a journal entry that compares Southington to Phoenix.</p> <p>Unit Assessment with multiple choice, open ended, and CMT style questions.</p> <p>Unit Project for Enrichment.</p>
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SKILLS	<i>Students will be able to...</i>	<i>Students will be able to...</i>	<i>Students will be able to...</i>	<i>Students will be able to...</i>
	<ul style="list-style-type: none"> • compare the climate of the West to the Northeast • use a map to identify landforms, bodies of water, and location of states • identify natural resources and their uses • identify groups of people who have explored/settled in the Southeast • compare and contrast cultural traditions unique to the Southeast • identify places of interest and how it influences the economy in the Southeast region. • explain how the Southeast Region shaped the lives of one of the Powhatan Indians 	<ul style="list-style-type: none"> • compare the climate of the West to the Northeast. • use a map to identify landforms, bodies of water, and location of states. • identify natural resources and their uses. • identify groups of people who have settled in the West. • compare and contrast cultural traditions unique to the West. • identify places of interest and how it influences the economy in the West region. • explain how the Western Region shaped the lives of one of the different Indian tribes. (Examples are: Pacific Northwest Coastal, Shoshone, and Ute...) 	<ul style="list-style-type: none"> • compare the climate of the Midwest to the Northeast. • use a map to identify landforms, bodies of water, and location of states. • identify natural resources and their uses. • identify groups of people who have explored/ settled in the Midwest. • compare and contrast cultural traditions unique to the Midwest. • identify places of interest and how it influences the economy in the Midwest region. • explain how the Midwest Region shaped the lives of the Sioux Indians. 	<ul style="list-style-type: none"> • compare the climate of the Southwest to the Northeast. • use a map to identify landforms, bodies of water, and location of states. • identify natural resources and their uses. • identify groups of people who have settled in the Southwest. • compare and contrast cultural traditions unique to the Southwest. • identify places of interest and how it influences the economy in the Southwest region. • explain how the Southwest Region shaped the lives of the Navaho Indians.