

Curriculum Writing Notes:

Address UDL and CELP AFTER learning targets are written, in process they'll be developed after all learning targets and success criteria. These targets with UDL and CELP will be a model of what could/should be done for all learning targets but can't be completed (to keep the process concise). Through the curriculum writing process, teachers can build a deeper understanding of how to approach this differentiation.

Enduring understanding/Essential questions may be easier to develop at the end of the process.

Committees can alter the format but these are the required pieces.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Grade 4 Social Studies	Social Studies	Fourth Grade	N/A
Course Description:			
In Grade 4 students engage in the study of United States Geography as it relates to the regional cultural, economic, and political development of the United States. This approach supports in-depth inquiry through the examination and evaluation of sources and allows students to explore regions of the United States supported by the disciplines of history, civics, and economics. A focus on Indigenous people of the United States is embedded within the study of each region.			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
Unit 1 <ul style="list-style-type: none"> • People and Places of the Northeast by John Micklos, Jr. • Unit 1 Slide deck Unit 2 <ul style="list-style-type: none"> • People and Places of the Southeast by • People and Places of the Midwest by • Unit 2 Slide deck Unit 3 <ul style="list-style-type: none"> • People and Places of the Southwest by Danielle Smith-Llera • People and Places of the West by Danielle Smith-Llera • Unit 3 Slide deck 		Communication <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact Empathy <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and needs • Understand the concept of community as a means for supporting others in need Critical Thinking and Problem Solving <ul style="list-style-type: none"> • Collect, assess and analyze relevant information Civic Literacy <ul style="list-style-type: none"> • Understand the local and global implications of civic decisions • Understand other nations and cultures including the use of non-English language 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <i>Completed Equity Audit</i>	
How do people depend on and shape their		Grade 4 Social Studies Equity Curriculum Review	

<p>environment? What influences the movement of people, goods, and ideas in the United States?</p> <p>Students will build their understanding through:</p> <ol style="list-style-type: none"> 1. Understanding Regions 2. Location, Place, and Movement 3. Regional Interdependence 	
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Standard Matrix

[CT Elementary and Secondary Social Studies Standards](#)

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3
Dimension 1- Develop Questions and Plan Inquiries			
4.Inq.1.a. Explain why compelling questions about a United States region are important to others	X	X	X
4.Inq.1.b. Explain how supporting questions help answer compelling questions in an inquiry about a United States region.	X	X	X
4.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question.	X	X	X
Dimension 2- Apply Disciplinary Concepts and Tools			
4.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States geography content.	X	X	X
Dimension 3- Evaluate Sources and Use Evidence			
4.Inq.3.a. Gather relevant information from multiple sources about an event or issue in a United States region.	X	X	X
4.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.	X	X	X
4.Inq.3.c. Use evidence to develop claims in response to a compelling question by using evidence related to the geography of a United States region.	X	X	X
Dimension 4- Communicate Conclusions and Take Informed Action			
4.Inq.4.a. Construct arguments using claims and evidence from multiple sources about a United States region.	X	X	X
4.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	X	X	X
4.Inq.4.c. Critique arguments and explanations.	X	X	X
4.Inq.4.d. Present a summary of arguments and explanations with relevant	X	X	X

information about a person, event, or issue in a United States region using print, oral, and digital technologies (e.g., reasoning, correct sequence, examples, data, details).			
4.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in a United States region.	X	X	X
4.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.	X	X	X
4-1. Understanding Regions			
4.Geo.1.a. Demonstrate spatial awareness by creating maps to illustrate regions within or extending beyond the political boundaries of the United States.	X	X	X
4.Geo.2.a. Explain the relationship between natural resources and human settlement in United States regions using maps, photographs, and other representations.	X	X	X
4.Geo.2.b. Use historical maps and other visual representations to explain how environmental characteristics of a United States region change over time.	X	X	X
4.Geo.3.a. Use state and regional maps to describe cultural and environmental characteristics of regions .	X	X	X
4.Geo.9.a. Analyze how catastrophic environmental and economic events have caused migration within and across various regions of the United States.	X	X	X
4.Geo.10.a. Explain how and why environmental characteristics vary across regions in the United States and North America.	X	X	X
4.Geo.12.a. Explain how individuals and groups prepare for and respond to natural and human-made disasters.	X	X	X
4.Geo.12.b. Explain how individuals and groups adapt to climate change based on the unique characteristics of their region.	X	X	X
4-2. Location, Place, and Movement			
4.Geo.5.a. Explain how cultural and environmental characteristics of places change over time in the United States.	X	X	X
4.Geo.7.a. Explain the environmental and cultural characteristics that shape the movement of people, goods, and ideas in United States regions.	X	X	X
4.Geo.8.a. Explain how human settlement and movement relates to the availability of natural resources in a region.	X	X	X
4.Geo.6.a. Describe how economic, social, and political factors influence migration and population distribution throughout the United States.	X	X	X
4.His.5.a. Explain how push and pull factors influence the development of cultural enclaves in the United States.	X	X	X
4.His.9.a. Summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups (e.g., census records, diary entries, oral histories, monuments, secondary sources).	X	X	X

4.Geo.5.b. Explain how the cultural characteristics of communities in a particular place are sustained and evolve over time			
4-3. Regional Interdependence			
4.Geo.11.a. Describe a global economic event or issue that led to change and migration in a United States region.	X	X	X
4.Civ.14.a. Illustrate historical and contemporary examples of individuals and groups effecting change in a region.	X	X	X
4.Eco.6.a. Explain how business investments in worker training and diversity contribute to increased productivity and future incomes within a region	X	X	X
4.Eco.7.a. Explain how profits influence sellers in markets throughout regions of the United States	X	X	X

Unit Links

If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit

[Unit 1: Regions of the United States Northeast](#)

[Unit 2: Regions of the United States: The Southeast and the Midwest](#)

[Unit 3: Regions of the U.S. West and Southwest](#)

Unit Title:			
Unit 1: Regions of the United States Northeast			
Relevant Standards: Bold indicates priority			
See above			
Essential Question(s):		Enduring Understanding(s):	
<ul style="list-style-type: none"> How do geographical features and climate impact the people of the region? What role did the Northeast region play in shaping the nation's history, economy, culture and recreation? What is a megalopolis and why is this area important to the Northeast's economy? 		In this unit students learn about the overview of the US regions and learn about the Northeast through the disciplines of history, civics, and economics. A focus on Indigenous people of the United States is embedded within the study of each region.	
Demonstration of Learning:		Pacing for Unit	
<p>Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to):</p> <ul style="list-style-type: none"> Development of questions Planning inquiries Evaluate sources Use Evidence Communicate conclusions 		6 weeks	
Family Overview (link below)		Integration of Technology:	
Family Overview- Grade 4 Unit 1		Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning.	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Academic Vocabulary		<ul style="list-style-type: none"> People and Places of the Northeast by John Micklos, Jr. North East Video North East poster and note catcher Unit 1 slide deck 	
Argument	Sources		Evidence
Claims	Counterclaims		gather
Visually	Credibility		Visualize

Gather	Point of View	Questioning	
Explanation			
Content Vocabulary			
Population Density	Megalopolis	Northeast	
populated	league	suburb	
secede	finance	Migrate	
Opportunities for Interdisciplinary Connections:			Anticipated misconceptions:
<ul style="list-style-type: none"> • CCSS.ELA-Literacy.RL.4.1 • CCSS.ELA-Literacy.W.4.7 • CCSS.ELA-Literacy.SL.4.1 			Students may have misconceptions of: <ul style="list-style-type: none"> • What region specific state they are in. • Where regions are located on a map. • How to use a compass
Connections to Prior Units:			Connections to Future Units:
In grade 3 students study geography and how it relates to Bristol, CT. This unit will help to build upon the understanding and background knowledge students gained when they studied Bristol, Connecticut, and the structure and function of the local government.			Students will build upon what they learned in unit 1 and expand on their knowledge of regions through the study of the Southeast and Midwest region in unit 2 and the study of the West and Southwest regions in unit 3.
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator			Teacher Actions:
3 Building Knowledge			<ul style="list-style-type: none"> • Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization
9 Emotional Capacity			<ul style="list-style-type: none"> • Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2)

1 Perception	<ul style="list-style-type: none"> • Represent a diversity of perspectives and identities in authentic ways (1.3) 		
Supporting Multilingual/English Learners			
Related <i>CELP standards</i>:		Learning Targets:	
<p>An EL can conduct research and evaluate and communicate findings to answer questions or solve problems</p> <p>An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>		<ul style="list-style-type: none"> • I can conduct short research projects to answer a question • I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-5	I can identify and describe the Northeast region of the United States.	<p>I read and discussed the introduction for the text, “People and Places of the Northeast”.</p> <p>I located and labeled the map of the Northeast regions.</p> <p>I discovered the answers to the questions by reading and using text features.</p>	<p>People and Places of the Northeast by John Micklos, Jr.</p> <p>Unit 1 Northeast Introduction Student Worksheet</p>
6-10	I can explore the people and history of the Northeast region of the U.S. and explain how various groups shaped the culture and economy.	<p>I read and discussed Chapter 2 in, “People and Places of the Northeast”.</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Northeast by John Micklos, Jr.</p>
11-15	<p>I can explore the daily life and economy of the Northeast region of the U.S.</p> <p>I can explain the impact of the region on people’s daily lives.</p>	<p>I read and discussed Chapter 3 in, “People and Places of the Northeast”.</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Northeast by John Micklos, Jr.</p>

16-20	I can describe the major historical and cultural sites of the Northeast region and how they contribute to the region's heritage.	I read and discussed Chapter 4 in, "People and Places of the Northeast". I asked and answered questions about the chapter. I used evidence from the chapter to explain my thinking.	People and Places of the Northeast by John Micklos, Jr Unit 1 Chapter 4 Worksheet
21-25	I can synthesize my knowledge about the Northeast region and select one state to explore and learn more about. I can create a presentation to explain why you should visit my selected state.	I read and discussed information about my selected state with a partner or group. I researched about my state using the websites provided. I used evidence from the research to create my presentation.	Pebblego EPIC! The Northeast Booklet Virtual Field Trip Library books on states Northeast Poster/Video Note Catcher

Unit Title:	
Unit 2: Regions of the United States: The Southeast and the Midwest	
Relevant Standards: Bold indicates priority	
Content Standards: See above.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> How do geographical features impact the movement of ideas and expansion of people? What role did these regions play in shaping the nation's history? Describe the daily life and famous people and places of these regions. What are the Economy, Culture and Recreation of these regions? 	In this unit students learn about the people and places of the Southeast and Midwest regions and learn about these regions through the disciplines of history, civics, and economics. A focus on Indigenous people of the United States is embedded within the study of each region.
Demonstration of Learning:	Pacing for Unit
Students may demonstrate their learning within this unit in a variety of ways. Possible methods for this include (but are not limited to): <ul style="list-style-type: none"> Development of questions Planning inquiries Evaluate sources 	6 weeks

<ul style="list-style-type: none"> • Use Evidence • Communicate conclusions 																																		
Family Overview (link below)	Integration of Technology:																																	
Family Overview - Grade 4 Unit 2	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>																																	
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																																	
<p>Academic Vocabulary</p> <table border="1" data-bbox="115 625 800 930"> <tr> <td>Argument</td> <td>Sources</td> <td>Evidence</td> </tr> <tr> <td>Claims</td> <td>Counterclaims</td> <td>gather</td> </tr> <tr> <td>Visually</td> <td>Credibility</td> <td>Visualize</td> </tr> <tr> <td>Gather</td> <td>Point of View</td> <td>Questioning</td> </tr> <tr> <td>Explanation</td> <td></td> <td></td> </tr> </table> <p>Content Vocabulary</p> <table border="1" data-bbox="115 1062 800 1434"> <tr> <td>Ethnic</td> <td>Plantation</td> <td>Secede</td> </tr> <tr> <td>reconstruction</td> <td>Civil rights</td> <td>Discrimination</td> </tr> <tr> <td>Humid</td> <td>Hurricane</td> <td>Levee</td> </tr> <tr> <td>Research</td> <td>Plains</td> <td>Territory</td> </tr> <tr> <td>Expedition</td> <td>Prairie</td> <td>Immigration</td> </tr> <tr> <td>Reservation</td> <td>Drought</td> <td></td> </tr> </table>	Argument	Sources	Evidence	Claims	Counterclaims	gather	Visually	Credibility	Visualize	Gather	Point of View	Questioning	Explanation			Ethnic	Plantation	Secede	reconstruction	Civil rights	Discrimination	Humid	Hurricane	Levee	Research	Plains	Territory	Expedition	Prairie	Immigration	Reservation	Drought		<ul style="list-style-type: none"> • Unit 2 slide deck • Southeast Region video • Midwest Video
Argument	Sources	Evidence																																
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upon the understanding and background knowledge students gained when they studied Bristol, Connecticut, and the structure and function of the local government.	of the Southeast and Midwest region in unit 2 and the study of the West and Southwest regions in unit 3.		
Differentiation through <u>Universal Design for Learning</u>			
UDL Indicator	Teacher Actions:		
3 Building Knowledge 9 Emotional Capacity 1 Perception	<ul style="list-style-type: none"> ● Connect prior knowledge to new learning (3.1) ● Highlight and explore patterns, critical features, big ideas, and relationships (3.2) ● Cultivate multiple ways of knowing and making meaning (3.3) ● Maximize transfer and generalization <ul style="list-style-type: none"> ● Recognize expectations, beliefs, and motivations (9.1) ● Develop awareness of self and others (9.2) <ul style="list-style-type: none"> ● Represent a diversity of perspectives and identities in authentic ways (1.3) 		
Supporting Multilingual/English Learners			
Related <u>CELP standards:</u>	Learning Targets:		
<p>An EL can conduct research and evaluate and communicate findings to answer questions or solve problems</p> <p>An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> ● I can conduct short research projects to answer a question ● I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary 		
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-3	I can identify and describe the Southeast region of the United States.	<p>I read and discussed the introduction for the text, "People and Places of the Southeast".</p> <p>I located and labeled the map of the Southeast regions.</p> <p>I discovered the answers to the questions by reading and using text features.</p>	<p>People and Places of the Southeast</p> <p>Unit 2 Engage Southeast Introduction Map Student Worksheet</p>

4-7	<p>I can explore the people and history of the Southeast region of the U.S. and explain how various groups shaped the culture and economy.</p>	<p>I read and discussed the Chapter 1 in, "People and Places of the Southeast".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Southeast</p> <p>Unit 2 Southeast Chapter 1 Slidedeck for Google Classroom</p> <p>Unit 2 Southeast Chapter 1 Worksheet Written Version</p>
8-11	<p>I can explore the land and climate of the Southeast region of the U.S.</p> <p>I can explain the role of land and climate on how people live in that region.</p>	<p>I read and discussed the Chapter 2 in, "People and Places of the Southeast"</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Southeast</p> <p>Chapter 2-Land and Climate note catcher</p>
12-14	<p>I can explore the economy of the Southeast region of the U.S.</p> <p>I can explain the impact of technology, tourism and transportation on the region.</p>	<p>I read and discussed Chapter 3 in, "People and Places of the Southeast".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Southeast</p>

15-18	<p>I can describe the daily life and culture of the Southeast region.</p> <p>I can explain how the culture contributes to the experiences and heritage of the region.</p>	<p>I read and discussed Chapter 4 in, "People and Places of the Southeast".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Southeast</p> <p>Unit 2 Southeast Note Catcher</p>
18-20	<p>I can identify and describe the Midwest region of the United States.</p>	<p>I read and discussed the introduction for the text, "People and Places of the Midwest".</p> <p>I located and labeled the map of the Midwest regions.</p> <p>I discovered the answers to the questions by reading and using text features.</p>	<p>People and Places of the Midwest</p> <p>Unit 2 Engage Midwest Introduction Map Student Worksheet</p>
21-23	<p>I can explore the history and growth of the Midwest region and explain how historical events impacted various groups of people.</p>	<p>I read and discussed Chapter 1 in, "People and Places of the Midwest".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Midwest</p> <p>Unit 2 Midwest Chapter 1: Worksheet</p>
24-26	<p>I can explore the land and climate of the Midwest region of the U.S.</p> <p>I can explain the role of land and climate on how people live in that region.</p>	<p>I read and discussed Chapter 2 in, "People and Places of the Midwest".</p> <p>I asked and answered questions about the chapter.</p>	<p>People and Places of the Midwest</p> <p>Unit 2 Midwest Chapter 2 Note Catcher</p>

		I used evidence from the chapter to explain my thinking.	
27-28	<p>I can explore jobs and the economy of the Midwest region of the U.S.</p> <p>I can explain the impact of the various industries on the region.</p>	<p>I read and discussed Chapter 3 in, "People and Places of the Midwest".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Midwest</p> <p>Unit 2 Midwest Chapter 3: Economy Note catcher</p>
29-30	<p>I can describe the people and culture of the Midwest region.</p> <p>I can explain the contributions of various people to the region.</p>	<p>I read and discussed Chapter 4 in, "People and Places of the Midwest".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Midwest</p> <p>Unit 2 Midwest Chapter 4 - Note Catcher</p> <p>Midwest Video</p> <p>Culminating Written Response</p>

Unit Title:

Unit 3: Regions of the U.S. West and Southwest

Relevant Standards: Bold indicates priority

Content Standards: See Above

Essential Question(s):

- How does where we live affect how we live?
- How and why do places change over time?
- What characteristics make groups of people unique?
- What role does climate play in people's lives?
- Why do people move from one region to another?

Enduring Understanding(s):

In this unit students learn about the people and places of the West and Southwest regions and learn about these regions through the disciplines of history, civics, and economics. A focus on Indigenous people of the United States is embedded within the study of each region.

Demonstration of Learning:	Pacing for Unit																																	
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Connections to Prior Units:		Connections to Future Units:	
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Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
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Supporting Multilingual/English Learners			
Related <u>CELP standards:</u>		Learning Targets:	
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		<ul style="list-style-type: none"> ● I can conduct short research projects to answer a question ● I can participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1-2	I can identify and describe the Southwest region of the United States.	<p>I read and discussed the introduction for the text, “People and Places of the Southwest”.</p> <p>I located and labeled the map of the Southwest regions.</p> <p>I discovered the answers to the questions by reading and using text features.</p>	<p>People and Places of the Southwest by Danielle Smith-Llera</p> <p>Unit 3 Engage Southwest Introduction Map Student Worksheet</p>
3-4	I can explore the history and growth of the Southwest region and explain how historical events impacted various groups of people.	<p>I read and discussed Chapter 1 in, “People and Places of the Southwest”.</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Southwest by Danielle Smith-Llera</p> <p>Unit 3 Southwest Ch. 1 Worksheet</p>
5-6	<p>I can explore the land and climate of the Southwest region of the U.S.</p> <p>I can explain the role of land and climate on how people live in that region.</p>	<p>I read and discussed Chapter 2 in, “People and Places of the Southwest”.</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the Southwest by Danielle Smith-Llera</p> <p>Unit 3 Southwest Chapter 2: Worksheet</p>
6-7	<p>I can explore jobs and the economy of the Southwest region of the U.S.</p> <p>I can explain the impact of the various industries on the region.</p>	I read and discussed Chapter 3 in, “People and Places of the Southwest”.	<p>People and Places of the Southwest by Danielle Smith-Llera</p> <p>Unit 3 Southwest Chapter 3: Worksheet</p>

		<p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	
8-11	<p>I can describe the people and culture of the Southwest region.</p> <p>I can explain the contributions of various people to the region.</p>	<p>I read and discussed Chapter 4 in, “People and Places of the Southwest”.</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p> <p>I viewed the video with a focus on learning and recording notes about the people, places and events of the Southwest region.</p> <p>I asked and answered questions about the video.</p> <p>I used evidence from the video to explain my thinking.</p>	<p>People and Places of the Southwest by Danielle Smith-Llera</p> <p><u>trip</u></p> <p><u>Southwest Virtual field trip #2</u></p> <p>Southwest Region: Video Note Catcher</p> <p>Unit 3 Southwest Chapter 4 Culture: Worksheet</p> <p>Culminating Written Response</p>
12-13	<p>I can identify and describe the West region of the United States.</p>	<p>I read and discussed the introduction for the text, “People and Places of the West”.</p> <p>I located and labeled the map of the West region.</p> <p>I discovered the answers to the questions by</p>	<p>People and Places of the West by Danielle Smith-Llera</p> <p>Unit 3 Engage West Introduction Map Student Worksheet</p>

		reading and using text features.	
14-15	I can explore the history and growth of the West region and explain how historical events impacted various groups of people.	<p>I read and discussed Chapter 1 in, "People and Places of the West".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the West by Danielle Smith-Llera</p> <p>Unit 3 West Ch. 1 Worksheet</p>
16-17	<p>I can explore the land and climate of the West region of the U.S.</p> <p>I can explain the role of land and climate on how people live in that region.</p>	<p>I read and discussed Chapter 2 in, "People and Places of the West".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	<p>People and Places of the West by Danielle Smith-Llera</p> <p>Unit 3 West Chapter 2: Worksheet</p>
18-19	<p>I can explore jobs and the economy of the West region of the U.S.</p> <p>I can explain the impact of the various industries on the region.</p>	<p>I read and discussed Chapter 3 in, "People and Places of the West".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p> <p>Research online to learn more about the Golden Gate Bridge in pairs or</p>	<p><u>Britannica Kids:</u></p> <p><u>Kiddle Facts for Kids:</u></p>

		Small groups. Present new facts to the class.	
20-21	<p>I can describe the people and culture of the West region.</p> <p>I can explain the contributions of various people to the region.</p>	<p>I read and discussed Chapter 4 in, "People and Places of the West".</p> <p>I asked and answered questions about the chapter.</p> <p>I used evidence from the chapter to explain my thinking.</p>	Unit 3 West Chapter 4 Culture Worksheet
22-25	<p>I can describe the geography and climate of the West region.</p> <p>I can explain the contributions of various people to the region.</p>	<p>I viewed the video with a focus on learning and recording notes about the people, places and events of the West region.</p> <p>I asked and answered questions about the video.</p> <p>I used evidence from the video to explain my thinking.</p>	<p>People and Places of the West by Danielle Smith-Llera</p> <p>The Western Region Video</p> <p>West Region: Video Note Catcher</p> <p>Culminating Written Response</p>