



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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4th Grade – Social Studies



THE DIOCESE
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HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75) •
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

4th Grade – Social Studies



THE DIOCESE
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Unit 1:		Louisiana -The Land, Climate, and Regions
Compelling Question: How has Louisiana been shaped by its land, climate, culture and regions?	Assessments: <ul style="list-style-type: none"> Ongoing teacher-created formative assessments Teacher-created summative assessments 	Duration: 9 weeks
Topic 1: Change Over Time		Suggested Duration: 1Week
SUPPORTING QUESTION (S): How do we study the past?		
VOCABULARY: Technology, communication, transportation, education		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
SS-04-5.2.3: Students will compare change over time in communication, technology, transportation, and education in Louisiana. DOK 3		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES	
<ul style="list-style-type: none"> I can compare change over time in communication in Louisiana (SS-04-5.2.3) I can compare change over time in education in Louisiana. (SS-04-5.2.3) I can compare change over time in technology in Louisiana. (SS-04-5.2.3) I can compare change over time in transportation in Louisiana. (SS-04-5.2.3) 	<ul style="list-style-type: none"> http://campus.csusm.edu/cyberquest/resources/TechQuest%20Documents/ChangesOverTime Collection of Lesson Plans for Change Over Time Lesson Plan- Change over Time in Transportation 	

Topic 2: Historical Evidence		Suggested Duration:1 Week
SUPPORTING QUESTION(S): How are things different today than they were in the past?		
VOCABULARY: Artifact, primary source, secondary source, timeline, chronology, chronological, sequence		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
SS-04-5.2.3: Students will compare change over time in communication, technology, transportation, and education in Louisiana. DOK 3		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES	
<ul style="list-style-type: none"> ▪ I can use many primary and secondary sources to describe Louisiana’s past and interpret different perspectives. (SS-04-5.2.3, SS-04-5.1.1) 	<ul style="list-style-type: none"> • http://louisiana.gov/Explore/About_Louisiana/ 	

Topic 3: Symbols of Louisiana		Suggested Duration:1 Week
SUPPORTING QUESTION(S): What does the state symbol; songs and motto tell others about Louisiana?		
VOCABULARY: Symbols, State flag, motto, State bird - brown pelican, State tree - bald cypress, State flower - magnolia		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
SS-04-5.2.1 Students will identify significant historical documents, symbols, songs, selected readings specific to Louisiana, and explain their historical significance. DOK 2		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES	
<ul style="list-style-type: none"> ▪ I can identify the significant historical documents, symbols, songs, and selected readings specific to Louisiana and explain their historical significance. (SS-5.2.1) 	<ul style="list-style-type: none"> • http://louisiana.gov/Explore/About_Louisiana/ • http://www.socialstudiesforkids.com/usstates/louisiana.htm 	

Topic 4: Physical Geography of Louisiana		Suggested Duration: 6 Weeks	
SUPPORTING QUESTION(S): How can I describe the natural regions of Louisiana?			
VOCABULARY: Geographic tools, Maps, Charts, Graphs, Natural resources, Landforms, Bodies of water, Climate, Weather, Roads, Bridges, Absolute location, Relative location, Longitude, Latitude, Physical features, Rivers, Mountains, Movement, Settlement, language, Settlement patterns, Beliefs, Climate, Advances in technology, Dams, Reservoirs, Irrigation, Urban, Rural			
<u>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</u>			
<p>SS-04-4.1.2 Students will use geographic tools to locate major landforms, bodies of water, places, and objects in Louisiana by their absolute and relative locations.</p> <p>SS-04-4.1.3 Students will describe how different factors (e.g. rivers) influence where human activities were/are located in Louisiana.</p> <p>SS-04-4.2.1 Students will compare regions in Louisiana and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).</p> <p>SS-04-4.3.1 Students will describe patterns of human settlement in regions of Louisiana and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, bodies of water). DOK 2</p> <p>SS-04-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Louisiana. DOK 2</p>			
LEARNING TARGETS		POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES	
<ul style="list-style-type: none"> ▪ I can identify and describe natural resources and physical characteristics in Louisiana by using geographic tools. (SS-04-4.1.1) ▪ I can use maps and globes to locate major landforms, bodies of water, places, and objects in Louisiana. (SS-04-4.1.1) ▪ I can use longitude and latitude to find absolute location in regions of Louisiana. (SS-04-4.1.2) ▪ I can use geographic tools to identify natural resources and other physical characteristics. (SS-04-4.1.1) ▪ I can describe how rivers and mountains influence where people settled in Louisiana. (SS-04-4.1.3) ▪ I can describe how different factors influence where human activities were/are located in Louisiana. (SS-04-4.1.3) ▪ I can compare regions of Louisiana according to human and physical characteristics. (SS-04-4.2.1) ▪ I can describe patterns of settlement in regions of Louisiana. (SS-04-4.3.1) 		<ul style="list-style-type: none"> • Using graph paper, outline maps of Louisiana and define the coordinates to create an outline of the location. • Have students create regions maps for Louisiana, including a key showing natural resources, cultural references, etc. • Examples to show students beforehand can be found at: http://www.socialstudiesforkids.com/usstates/louisiana.htm 	

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| <ul style="list-style-type: none">▪ I can describe how advances in technology have helped people settle in places in Louisiana that were not previously settled.(SS-04.3.2) | |
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4th Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 2: Exploration, Settlement and Statehood

<p>Unit Compelling Question: Why did people explore and settle in Louisiana?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ▪ Ongoing teacher-created formative assessments ▪ Teacher-created summative assessments 	<p>Duration: 9 weeks</p>
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Topic 1: Native Americans Suggested Duration: 2 Weeks

SUPPORTING QUESTION(S):
What was life like for the Native Americans in Louisiana?

VOCABULARY: Native Americans, culture, pioneer, settler, settlement, geography, physical characteristics

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Louisiana between diverse groups (Native Americans, early settlers).

SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communications).

SS-04-4.3.1 Students will describe patterns of human settlement in regions of Louisiana and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, and bodies of water).

SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.

SS-04-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the Louisiana.

SS-04-5.2.2 Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Louisiana.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
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LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can identify groups of Native Americans who first lived in Louisiana. (SS-04-5.2.2) ▪ I can explain similarities and differences of early Native Americans in Louisiana. (SS-04-5.2.2) ▪ I can use geographic tools (maps) to identify prehistoric Native-American sites in Louisiana. (SS-04-4.1.1) ▪ I can locate and describe early Native-American settlement patterns in Louisiana. (SS-04-4.3.1) ▪ I can identify, define, and give examples of primary and secondary sources. (SS-04-5.1.1) 	<ul style="list-style-type: none"> • Have students create drawings showing Louisiana settlement from a Native American’s perspective and another from a white settler’s perspective. • Cherokee Nation • Native Americans Myths and Stereotypes • Maps of United States Indians

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| <ul style="list-style-type: none">▪ I can explain how Native American settlement patterns were influenced by physical characteristics (climate, landforms, and bodies of water) in Louisiana. (SS-04-4.3.1)▪ I can explain and give examples of how physical factors (e.g., rivers, mountains) affected human activities during the early settlement of Louisiana. (SS-04-4.3.1)▪ I can give examples of how Native Americans in early settlements adapted to/modified their environment to meet their needs (SS-04-4.4.1)▪ I can use primary and secondary sources to describe significant events in the history of Louisiana. (SS-04-5.1.1)▪ I can identify examples of conflict, compromise, and cooperation among Native Americans. (SS-04-2.3.1, SS-04-2.3.2) | |
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Topic 2: Explorers, Hunters, and Settlers		Suggested Duration: 3 Weeks
SUPPORTING QUESTION(S): Why did diverse groups explore and settle in Louisiana?		
VOCABULARY: Native American, Pioneers, Cultures, Compare, Contrast, Diverse, Beliefs, Traditions		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
<p>SS-04-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in Louisiana and how they respond to the needs of the people.</p> <p>SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Louisiana between diverse groups (Native Americans, early settlers)</p> <p>SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communications).</p> <p>SS-04-3.3.1 Students will give examples of markets; explain how they function and how the prices of goods and services are determined by supply and demand.</p> <p>SS-04-3.3.2 Students will explain how competition among buyers and sellers influences the price of goods and services in our state, nation, and world.</p> <p>SS-04-4.3.1 Students will describe patterns of human settlement in regions of Louisiana and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, and bodies of water).</p> <p>SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.</p> <p>SS-04-4.4.2 Students will describe how the physical environment (e.g., rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the Louisiana.</p> <p>SS-04-5.2.2 Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Louisiana.</p>		
LEARNING TARGETS		POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can identify diverse groups that explored Louisiana. (SS-04-5.2.2) ▪ I can explain why diverse groups settled in Louisiana. (SS-04-5.2.2) ▪ I can identify early settlements in Louisiana. (SS-04-5.2.2) ▪ I can identify early settlements in Louisiana. (SS-04-5.2.2) SS-04-2.2.1, SS-04-5.2.2) ▪ I can describe various forms of interactions between early settlers, enslaved persons, and Native Americans. (SS-04-2.3.1, SS-04-2.3.2) ▪ I can explain how the physical environment promoted and restricted human activities during the early settlement of Louisiana. (SS-04-4.3.1, SS-04-4.4.1) ▪ I can use geographic tools (maps) to locate early Louisiana settlements (SS-04-4.1.1) 		<ul style="list-style-type: none"> • http://www.socialstudiesforkids.com/usstates/louisiana.htm • https://www.ducksters.com/geography/us_states/louisiana_history.php • http://www.ereferencedesk.com/resources/state-early-history/louisiana.html

Topic 3: The Need for Government in Louisiana	Suggested Duration: 3 Weeks
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SUPPORTING QUESTION(S):

Why was there a need for government in Louisiana?
 How does Louisiana government work to promote the common good throughout the state?

VOCABULARY: Governor, Community, Government, Taxes, Senators, Representatives, Laws, Rights, Citizen, state government, capitol, Executive Branch, Judicial Branch, Legislative Branch, Lieutenant Governor, General Assembly, Louisiana Supreme Court, judges

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-04-1.1.2 Students will explain how state governments function (by making, enacting and enforcing laws) to protect the rights and property of citizens.
SS-04-1.2.1 Students will identify the three branches of Louisiana government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial-interpret the laws) and identify important state offices/leaders (Governor, Lieutenant Governor, General Assembly, State, House, representatives, senators, Louisiana Supreme Court, judges) associated with each branch.
SS-04-1.2.2 Students will explain how power is shared among the different branches (executive, legislative, judicial) of state government.
SS-04-1.3.1 Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Louisiana’s Constitution and explain why they are important to citizens today.
SS-04-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of Louisiana (e.g., voting in statewide elections, participating in state service projects, obeying state laws) and explain why civic engagement is necessary to preserve a democratic society.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
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- I can describe why Louisiana settlers formed their own government and became a state (shared trade, ideals, and protection). (SS-04-1.1.1)
- I can use primary and secondary sources to describe significant events and interpret different perspectives, as Louisiana became a state. (SS-04-5.1.1)
- I can identify, define, and describe basic democratic principles found in Louisiana’s Constitution (e.g. justice, equality, responsibility, freedom). (SS-04-1.3.1)
- I can describe the basic purposes of Louisiana government (e.g. to establish order, provide security, and accomplish common goals). (SS-041.1.2)
- I can give examples of services that state governments provide (e.g., state police, state highways, state parks, public schools). (SS-04-1.2)
- I can identify how the government of Louisiana pays for these services. (SS-04-1.2.1)
- I can give examples of state laws in Louisiana and explain their purpose. (SS-04-1.1.2)

- Have students create journal entries depicting what life would be like without any rules.
- Have students fold a sheet of paper in half, then in half again. Once unfolded, have students label each section with one of the following: justice, equality, responsibility, freedom. Have students define and illustrate each topic.
- In small cooperative learning groups, students create a poster representing the three branches of Louisiana government (executive, legislative, judicial). Students write descriptions of the responsibilities for each branch.
- <http://louisiana.gov/Government/>
- http://louisiana.gov/Explore/Kids_Page/
- <http://louisianafacts.facts.co/funlouisianafactsabout/louisianafacts.php>
- https://www.youtube.com/watch?v=x3_REZhgR9g

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| <ul style="list-style-type: none">▪ I can explain how Louisiana state government functions (by making, enacting and enforcing laws) to protect the rights and property of citizens.) (SS-04-1.2.1)▪ I can identify the three branches of Louisiana government and explain the basic duties of each branch of the Louisiana government. (SS-04-1.2.1)▪ I can identify important state offices/leaders within each branch of Louisiana government. (SS-04-1.2.1)▪ I can explain how power is shared among the different branches of state government. (SS-04-1.2.1)▪ I can describe, give examples, and compare rights and responsibilities individuals have as citizens of Louisiana. (SS-04-1.3.2)▪ I can describe the benefits of citizenship and find examples of citizenship in current events/news media. (SS-04-1.3.1)▪ I can explain why civic engagement is necessary to preserve a democratic society. (SS-04-1.3.2.)▪ I can describe the benefits of citizenship and find examples of citizenship in current events/news media. (SS-04-1.3.1)▪ I can explain why civic engagement is necessary to preserve a democratic society. (SS-04-1.3.2.) | |
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4th Grade – Social Studies



THE DIOCESE
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Unit 3: The Government of Louisiana

<p>Unit Compelling Question: How has Louisiana grown and changed over time?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ▪ Ongoing teacher-created formative assessments ▪ Teacher-created summative assessments 	<p>Duration: 9 weeks</p>
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Topic 1: Life in Antebellum Louisiana (1812-1860) Suggested Duration: 2 Weeks

SUPPORTING QUESTION (S):
How can I describe life in Louisiana before the Civil War?

VOCABULARY: Antebellum, free state, Missouri Compromise, slave state, Whig, Henry Clay, canal, turnpike, lock, abolitionist, conductor, Underground Railroad, immigrant, Harriet Tubman

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- SS-04-2.2.1** Students will describe social institutions (government, economy, education, religion, family) in Louisiana and how they respond to the needs of the people.
- SS-04-2.3.1** Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Louisiana between diverse groups (Native Americans, early settlers).
- SS-04-3.3.1** Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.
- SS-04-3.4.1** Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.
- SS-04-3.4.2** Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between trade between regions of Louisiana and the U.S. (e.g., Midwest – corn, South – citrus).
- SS-04-3.4.3** Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.
- SS-04-4.4.1** Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.
- SS-04-5.2.3** Students will compare change over time in communication, technology, transportation, and education in Louisiana.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
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LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can use primary or secondary sources to describe significant events in the history of Louisiana before the Civil War and interpret different perspectives. (SS-04-5.1.1, SS-04-5.2.3) ▪ I can compare change over time in Louisiana before the Civil War (e.g. communication, technology, transportation, and education) (SS-04-5.2.3) 	<ul style="list-style-type: none"> • http://www.knowlouisiana.org/entry/antebellum-louisiana • http://www.whitneyplantation.com/slavery-in-louisiana.html • http://www.knowlouisiana.org/entry/antebellum-louisiana

- I can identify and examine cause and effect relationships of events that influenced the history of Louisiana before the Civil War. (SS-04-2.3.2, SS-04-2.3.1)
- I can identify and describe cultures in Louisiana before the Civil War (e.g. poor, wealthy, enslaved persons, Native Americans) and analyze their similarities and differences. (SS-04-2.1.1, SS-04-2.2.1)
- I can describe how social institutions (government, economy, education, religion, family) in Louisiana responded to the needs of the people. (e.g. Panic of 1819, banks, laws/courts, cholera epidemic) (SS-04-2.2.1)
- I can explain and give examples of how people adapted to/modified the physical environment to meet their needs. (SS-04-4.4.1)
- I can give examples of how states depend on one another for trade. (SS-04-3.4.3, SS-04-3.3.1)
- I can give examples of markets in Louisiana before the Civil War and explain how goods and services were exchanged (e.g. horses, hemp, tobacco). (SS-04-3.3.1, SS-04-3.4.2)
- I can describe the production, distribution, and consumption of goods and services in Louisiana before the Civil War. (SS-04-3.4.1)
- I can explain how scarcity requires people to make choices. (SS-04-3.1.1)

Topic 2: Life in Louisiana During the Civil War?		Suggested Duration: 2 Weeks
SUPPORTING QUESTION (S): How can I describe Louisiana during the Civil War?		
VOCABULARY: Border state, Confederacy, Union, debate, secede, neutral, Jefferson Davis, Abraham Lincoln, Dred Scott, slavery, enslaved, abolitionist, Frederick Douglas, Robert E. Lee, Ulysses S. Grant, Emancipation Proclamation, hardtack, telegraph, Freedmen's Bureau, Reconstruction, sharecropper		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
<p>SS-04-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in Louisiana and how they respond to the needs of the people.</p> <p>SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Louisiana between diverse groups (Native Americans, early settlers).</p> <p>SS-04-3.4.1 Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.</p> <p>SS-04-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Louisiana.</p> <p>SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.</p> <p>SS-04-5.2.3 Students will compare change over time in communication, technology, transportation, and education in Louisiana.</p>		
LEARNING TARGETS		POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can use primary or secondary sources to describe significant events in the history of Louisiana during the Civil War and interpret different perspectives. (SS-04-5.1.1) ▪ I can identify and examine cause-and-effect relationships of events that influenced the history of Louisiana during the Civil War. ▪ I can describe how social institutions (government, economy, education, religion, family) in Louisiana responded to the needs of the people during the Civil War. (SS- 04-2.2.1) ▪ I can describe conflicts that occurred between diverse groups during the Civil War. (e.g. anti-slavery groups, pro-slavery groups, Union vs. Confederate soldiers) (SS- 04-2.3.1) ▪ I can describe the production, distribution, and consumption of goods and services in Louisiana during the Civil War. (SS-04-3.4.1) 		<ul style="list-style-type: none"> • http://hdl.loc.gov/loc.gdc/scd0001.00145441742 • https://en.wikipedia.org/wiki/Louisiana_in_the_American_Civil_War • https://www.louisianatravel.com/blog/civil-war-louisiana-daily-lives-soldiers • https://www.ducksters.com/history/civil_war/life_during_the_civil_war.php

Topic 3: Life in Louisiana during Reconstruction		Suggested Duration: 2 Weeks
SUPPORTING QUESTION(S): How can I describe life in Louisiana during Reconstruction to World War II?		
VOCABULARY: Feuds, segregate, amend, attorney general, suffrage, mining, strip mining, strike, coal, company town, depression		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
<p>SS-04-2.2.1 Students will describe social institutions (government, economy, education, religion, family) in Louisiana and how they respond to the needs of the people</p> <p>SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Louisiana between diverse groups (Native Americans, early settlers).</p> <p>SS-04-3.2.1 Students will explain how profit motivates individuals/businesses to take risks in producing goods and services.</p> <p>SS-04-3.3.1 Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.</p> <p>SS-04-3.4.1 Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.</p> <p>SS-04-3.4.2 Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between trade between regions of Louisiana and the U.S. (e.g., Midwest – corn).</p> <p>SS-04-4.3.2 Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Louisiana.</p> <p>SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.</p> <p>SS-04-5.2.3 Students will compare change over time in communication, technology, transportation, and education in Louisiana.</p>		
LEARNING TARGETS		POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can describe how social institutions (government, economy, education, religion, family) in Louisiana responded to the needs of the people. (e.g. public education, labor unions, social security, civil rights and desegregation) (SS-04-2.2.1) ▪ I can explain and give examples of how people adapted to/modified the physical environment to meet their needs. (SS-04-4.4.1) ▪ I can give examples of markets in Louisiana and explain how goods and services were exchanged (e.g. Coal, tobacco, canal modernization, railroads, horse industry, bourbon, UPS, YUM brands, healthcare industry). (SS-04-3.3.1) 		<ul style="list-style-type: none"> • http://ve.councilforeconed.org/features/correlate.php?d_id=146429 • https://en.wikipedia.org/wiki/Reconstruction_era • http://www.knowlouisiana.org/entry/reconstruction • http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/civil-rights/

- I can explain how scarcity requires people in Louisiana to make economic choices and incur opportunity cost. (SS-04-3.1.1)
- I can explain how the price of goods and services in Louisiana is determined by supply and demand. (SS-04-3.2.1; SS-04-3.4.1, SS-04-3.4.2)
I can describe the production, distribution, and consumption of goods and services in Louisiana. (SS-04-3.4.1)
- I can describe how advances in technology allowed people to settle in places previously inaccessible in Louisiana. (SS-04-4.3.2)
- I can use primary or secondary sources to describe significant events in Louisiana from 1877- 1940. (SS-04-5.1.1)
- I can compare change over time in Louisiana (e.g. communication, technology, transportation, and education) (SS-04-5.2.3)
- I can identify and examine cause-and-effect relationships of events that influenced the history of Louisiana.
- I can identify and describe cultures in Louisiana (e.g. poor, wealthy, African-Americans, Appalachia) and analyze their similarities and differences. (SS-04-2.3.1)
- I can explain why civic engagement is necessary to preserve a democratic society. (SS-04-1.3.2.)
- I can describe, give examples, and compare rights and responsibilities individuals have as citizens of Louisiana. (SS-04-1.3.2)
- I can describe the benefits of citizenship and find examples of citizenship in current events/news media. (SS-04-1.3.1)
- I can explain why civic engagement is necessary to preserve a democratic society. (SS-04-1.3.2.)

Topic 4: Modern Day Louisiana	Suggested Duration: 2 Weeks
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SUPPORTING QUESTION(S):
How can I describe life in Modern Day Louisiana?

VOCABULARY: Civil Rights Movement, desegregate, racism, reform, sit-in, Muhammad Ali, Dr. Martin Luther King Jr., Jackie Robinson, diversity

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- SS-04-2.2.1** Students will describe social institutions (government, economy, education, religion, family) in Louisiana and how they respond to the needs of the people.
- SS-04-3.3.1** Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.
- SS-04-3.4.1** Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.
- SS-04-3.4.2** Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between regions of Louisiana and the U.S.
- SS-04-4.3.2** Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Louisiana.
- SS-04-4.4.1** Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.
- SS-04-5.2.1** Students will identify significant historical documents, symbols, songs and selected readings specific to Louisiana and explain their historical significance.
- SS-04-5.2.3** Students will compare change over time in communication, technology, transportation, and education in Louisiana.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
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<ul style="list-style-type: none"> ▪ I can use primary or secondary sources to describe significant events in Louisiana from 1877- 1940. (SS-04-5.1.1) ▪ I can compare change over time in Louisiana (e.g. communication, technology, transportation, and education) (SS-04-5.2.3) ▪ I can identify and examine cause-and-effect relationships of events that influenced the history of Louisiana. ▪ I can identify and describe cultures in Louisiana (e.g. poor, wealthy, African-Americans,) and analyze their similarities and differences. (SS-04-2.3.1) ▪ I can explain and give examples of how people adapted to/modified the physical environment to meet their needs. (SS-04-4.4.1) ▪ I can give examples of markets in Louisiana and explain how goods and services were exchanged (SS-04-3.3.1) 	<ul style="list-style-type: none"> • http://ve.councilforeconed.org/features/correlate.php?d_id=146429 • https://en.wikipedia.org/wiki/Reconstruction_era • https://www.powershow.com/view/7a78-MT11N/Civil_Rights_powerpoint_ppt_presentation • http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/civil-rights/
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- I can describe how social institutions (government, economy, education, religion, family) in Louisiana responded to the needs of the people. (e.g. public education, labor unions, social security, civil rights and desegregation) (SS-04-2.2.1)
- I can explain how scarcity requires people in Louisiana to make economic choices and incur opportunity cost. (SS-04-3.1.1)
- I can describe how advances in technology allowed people to settle in places previously inaccessible in Louisiana. (SS-04-4.3.2)
- I can explain why civic engagement is necessary to preserve a democratic society. (SS-04-1.3.2.)
- I can describe, give examples, and compare rights and responsibilities individuals have as citizens of Louisiana. (SS-04-1.3.2)
- I can describe the benefits of citizenship and find examples of citizenship in current events/news media. (SS-04-1.3.1)
- I can explain why civic engagement is necessary to preserve a democratic society. (SS-04-1.3.2.)

4th Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 4:

Regions of the United States

Unit Compelling Question:

- How does the physical environment influence the way people live?
- Why is the population of the United States so diverse?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 11 weeks

Topic 1: The Five Themes of Geography

Suggested Duration: 1 Week

SUPPORTING QUESTION(S):

- How do I describe the five themes of geography?
- How have people adapted to their environment in Louisiana? In North America?
- How have Louisiana's available natural resources affected settlement? The economy?
- What do regions in Louisiana (or the US) have in common?

VOCABULARY: Absolute Location, Relative Location, Landforms, Climate, Natural Resources, Region, Adapt, Modify

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-04-4.1.2 Students will use geographic tools to locate major landforms, bodies of water, places, and objects in Louisiana and the United States by their absolute and relative locations.

SS-04-4.2.1 Students will compare regions in Louisiana and the United States by their human characteristics (e.g., language, settlement patterns, and beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).

SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.

LEARNING TARGETS

- I can use the five themes of geography to locate and describe places in the U.S. (04- 4.1.1)
- I can use geographic tools to identify major physical characteristics and natural resources of the U.S.
- I can use geographic tools to identify the absolute location of landforms, bodies of water, places, and objects in the United States. (04-4.1.2)
- I can use geographic tools to locate regions of the U.S. and describe their physical characteristics. (04-4.1.3)
- I can describe how different factors affect where people and activities are located. (04-4.4.2)

POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES

- Discuss the definition of physical characteristics and add examples to student notebooks.
- Using a physical map of the United States, have kids identify the physical characteristics of each region.
- Use thematic maps to look at each region and determine the natural resources occurring in each.
- Using population maps, discuss where most people settle, pointing out mountainous areas as well as areas near water, and areas in the desert. Compare the amount of people living in each area.
- <http://geography.mrdonn.org/powerpoints/5themes.html>
- <http://regions.mrdonn.org/usa.html>
- <https://www.youtube.com/watch?v=pbFAWqgzY8>
- <http://www.eduplace.com/ss/maps/>

Topic 2: Explore the Northeast Region of the United States	Suggested Duration: 2 Weeks
<p>SUPPORTING QUESTION(S):</p> <ul style="list-style-type: none"> ▪ How can I describe the geography of the Northeast region of the United States? ▪ How does culture impact the way people live in the Northeast region of the United States? ▪ How does the availability of resources influence economic decisions in the Northeast region of the United States? 	
<p>VOCABULARY: Language, Settlement patterns, Beliefs, Climate, Landforms, Bodies of water, Physical characteristics, Climate, Landforms, Bodies of water, Advances in technology, Dams, Reservoirs, Roads, Irrigation, Urban, Rural, Maine, Vermont, New Hampshire, New York, Massachusetts, Rhode Island, Connecticut, Pennsylvania, New Jersey, Delaware</p>	
<p><u>DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:</u></p>	
<p>SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups in the history of the United States.</p> <p>SS-04-3.3.1 Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.</p> <p>SS-04-3.4.1 Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.</p> <p>SS-04-3.4.2 Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between trade between regions of Louisiana and the U.S. (e.g., Midwest – corn, South – citrus).</p> <p>SS-04-3.4.3 Students will define <i>interdependence</i> and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.</p> <p>SS-04-4.1.2 Students will use geographic tools to locate major landforms, bodies of water, places, and objects in Louisiana and the United States by their absolute and relative locations.</p> <p>SS-04-4.2.1 Students will compare regions in Louisiana and the United States by their human characteristics (e.g., language, settlement patterns, and beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).</p> <p>SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.</p>	
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can use geographic tools to identify and describe physical characteristics of the United States (e.g. landforms, bodies of water, climate, and natural resources). (SS-04-4.1.1) ▪ I can locate major landforms, bodies of water and places in the United States by their absolute and relative locations. (SS-04-4.1.2) ▪ I can identify the regions of the United States and describe the physical characteristics of each region (Northeast, Southeast, Midwest, Northwest, Southwest, and West). (SS-04-4.2.1) ▪ I can compare the physical characteristics of the regions of the United States. (SS-04-4.2.1) 	<ul style="list-style-type: none"> • Lesson Plan on the Northeast Region of the United States. • University of Wisconsin Resources for teaching about regions of the United States. • Students can use a RAFT Chart to demonstrate understanding of the Northeast Region of the United States • Students create a foldable comparing the regions of the United States. This foldable is ongoing and students add to it as they study the other regions of the US. • Students can create maps that illustrate natural features (e.g., mountains, rivers, lakes) and human features (e.g., cities, roads, landmarks) of the Northeast region. • An Introduction to the Five Themes of Geography • 5 Themes of Geography • Owl and Mouse Web Site: Print United States Maps

- I can compare the human characteristics of the regions of the United States. (SS-04-4.2.1)
- I can identify and describe the patterns of early human settlements in the regions of the United States. (SS-04-4.2.1)
- I can give examples of how people in early settlements of the United States adapted to their environment in order to meet their needs. (SS-04-4.4.1)
- I can explain how physical characteristics affected human-environment interaction in the regions of the United States. (SS-04-4.4.2)
- I can define *interdependence*. (SS-04-3.4.3, SS-04-3.3.1)
- I can give examples of how people in the United States depend on each other for goods and services. (SS-04-3.4.2, SS-04-3.4.3)

- [U.S. Northeast Region Map](#) - Education Place Web Site

Topic 3: Explore the Southeast Region of the United States		Suggested Duration: 2 Weeks
SUPPORTING QUESTION(S):		
<ul style="list-style-type: none"> ▪ How can I describe the geography of the Southeast region of the United States? ▪ How does culture impact the way people live in the Southeast region of the United States? ▪ How does the availability of resources influence economic decisions in the Southeast region of the United States? 		
VOCABULARY: Language, Settlement patterns, Beliefs, Climate, Landforms, Bodies of water, Physical characteristics, Climate, Landforms, Bodies of water, Advances in technology, Dams, Reservoirs, Roads, Irrigation, Urban, Rural, Kentucky, Tennessee, Alabama, Georgia, Virginia, South Carolina, North Carolina, Florida, Mississippi, West Virginia, Maryland, Louisiana, Arkansas		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
<p>SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups in the history of the United States.</p> <p>SS-04-3.3.1 Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.</p> <p>SS-04-3.4.1 Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.</p> <p>SS-04-3.4.2 Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between trade between regions of Louisiana and the U.S. (e.g., Midwest – corn, South – citrus).</p> <p>SS-04-3.4.3 Students will define <i>interdependence</i> and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.</p> <p>SS-04-4.1.2 Students will use geographic tools to locate major landforms, bodies of water, places, and objects in Louisiana and the United States by their absolute and relative locations.</p> <p>SS-04-4.2.1 Students will compare regions in Louisiana and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).</p> <p>SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.</p>		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES	
<ul style="list-style-type: none"> ▪ I can use geographic tools to identify and describe physical characteristics of the United States (e.g. landforms, bodies of water, climate, and natural resources). (SS-04-4.1.1) ▪ I can locate major landforms, bodies of water and places in the United States by their absolute and relative locations. (SS-04-4.1.2) ▪ I can identify the regions of the United States and describe the physical characteristics of each region (Northeast, Southeast, Midwest, Northwest, Southwest, and West). (SS-04-4.2.1) ▪ I can compare the physical characteristics of the regions of the United States. (SS-04-4.2.1) 	<ul style="list-style-type: none"> • Geography for Children - Sheppard Software Web Site • http://regions.mrdonn.org/usa.html • http://us-state-facts.com/US-State-Facts-Southeast-Region/US-State-Facts-Southeast-Region.html • https://www.ducksters.com/geography/us_states/us_geographical_regions.php • http://mrlestagegrade4.weebly.com/southeast-region.html 	

- I can compare the human characteristics of the regions of the United States. (SS-04-4.2.1)
- I can identify and describe the patterns of early human settlements in the regions of the United States. (SS-04-4.2.1)
- I can give examples of how people in early settlements of the United States adapted to their environment in order to meet their needs. (SS-04-4.4.1)
- I can explain how physical characteristics affected human-environment interaction in the regions of the United States. (SS-04-4.4.2)
- I can define *interdependence*. (SS-04-3.4.3, SS-04-3.3.1)
- I can give examples of how people in the United States depend on each other for goods and services. (SS-04-3.4.2, SS-04-3.4.3)

Topic 4: Explore the Midwest Region of the United States	Suggested Duration: 2 Weeks
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SUPPORTING QUESTION(S):

- How can I describe the geography the Midwest region of the United States?
- How does culture impact the way people live in the Midwest region of the United States?
- How does the availability of resources influence economic decisions in the Midwest region of the United States?

VOCABULARY: Language, Settlement patterns, Beliefs, Climate, Landforms, Bodies of water, Physical characteristics, Climate, Landforms, Bodies of water, Advances in technology, Dams, Reservoirs, Roads, Irrigation, Urban, Rural, Ohio, Indiana, Michigan, Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Iowa, Missouri

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- SS-05-2.3.1** Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups in the history of the United States.
- SS-04-3.3.1** Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.
- SS-04-3.4.1** Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.
- SS-04-3.4.2** Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between trade between regions of Louisiana and the U.S. (e.g., Midwest – corn, South – citrus).
- SS-04-3.4.3** Students will define *interdependence* and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.
- SS-04-4.1.2** Students will use geographic tools to locate major landforms, bodies of water, places, and objects in Louisiana and the United States by their absolute and relative locations.
- SS-04-4.2.1** Students will compare regions in Louisiana and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).
- SS-04-4.4.1** Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can use geographic tools to identify and describe physical characteristics of the United States (e.g. landforms, bodies of water, climate, and natural resources). (SS-04-4.1.1) ▪ I can locate major landforms, bodies of water and places in the United States by their absolute and relative locations. (SS-04-4.1.2) ▪ I can identify the regions of the United States and describe the physical characteristics of each region (Northeast, Southeast, Midwest, Northwest, Southwest, and West). (SS-04-4.2.1) ▪ I can compare the physical characteristics of the regions of the United States. (SS-04-4.2.1) 	<ul style="list-style-type: none"> • Print United States Maps Owl and Mouse Web Site^{[L][SEP]} • U.S. Midwest Region Map - Education Place Web Site (blank map)^{[L][SEP]} • U.S. Midwest Region Map - Education Place Web Site^{[L][SEP]} • Sheppard Software Web Site • Geography: Western Region of the United • CNN US/Midwest Web Site (teacher resources)

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| <ul style="list-style-type: none">▪ I can compare the human characteristics of the regions of the United States. (SS-04-4.2.1)▪ I can identify and describe the patterns of early human settlements in the regions of the United States. (SS-04-4.2.1)▪ I can give examples of how people in early settlements of the United States adapted to their environment in order to meet their needs. (SS-04-4.4.1)▪ I can explain how physical characteristics affected human-environment interaction in the regions of the United States. (SS-04-4.4.2)▪ I can define <i>interdependence</i>. (SS-04-3.4.3, SS-04-3.3.1)▪ I can give examples of how people in the United States depend on each other for goods and services. (SS-04-3.4.2, SS-04-3.4.3) | |
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Topic 5: Explore the Southwest Region of the United States	Suggested Duration: 2 Weeks
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SUPPORTING QUESTION(S):

- How can I describe the geography the Southwest region of the United States?
- How does culture impact the way people live in the Southwest region of the United States?
- How does the availability of resources influence economic decisions in the Southwest region of the United States?

VOCABULARY: Language, Settlement patterns, Beliefs, Climate, Landforms, Bodies of water, Physical characteristics, Climate, Landforms, Bodies of water, Advances in technology, Dams, Reservoirs, Roads, Irrigation, Urban, Rural, Texas, Arizona, New Mexico, Oklahoma

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- SS-05-2.3.1** Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups in the history of the United States.
- SS-04-3.3.1** Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.
- SS-04-3.4.1** Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.
- SS-04-3.4.2** Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between trade between regions of Louisiana and the U.S. (e.g., Midwest – corn, South – citrus). ^[1]_{SEP}
- SS-04-3.4.3** Students will define *interdependence* and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.
- SS-04-4.1.2** Students will use geographic tools to locate major landforms, bodies of water, places, and objects in Louisiana and the United States by their absolute and relative locations.
- SS-04-4.2.1** Students will compare regions in Louisiana and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).
- SS-04-4.4.1** Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can use geographic tools to identify and describe physical characteristics of the United States (e.g. landforms, bodies of water, climate, and natural resources). (SS-04-4.1.1) ▪ I can locate major landforms, bodies of water and places in the United States by their absolute and relative locations. (SS-04-4.1.2) ▪ I can identify the regions of the United States and describe the physical characteristics of each region (Northeast, Southeast, Midwest, Northwest, Southwest, and West). (SS-04-4.2.1) ▪ I can compare the physical characteristics of the regions of the United States. (SS-04-4.2.1) 	<ul style="list-style-type: none"> • Print United States Maps - Owl and Mouse Web Site • Sheppard Software Web Site • US/Southwest News CNN - (teacher resource)

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| <ul style="list-style-type: none">▪ I can compare the human characteristics of the regions of the United States. (SS-04-4.2.1)▪ I can identify and describe the patterns of early human settlements in the regions of the United States. (SS-04-4.2.1)▪ I can give examples of how people in early settlements of the United States adapted to their environment in order to meet their needs. (SS-04-4.4.1)▪ I can explain how physical characteristics affected human-environment interaction in the regions of the United States. (SS-04-4.4.2)▪ I can define <i>interdependence</i>. (SS-04-3.4.3, SS-04-3.3.1)▪ I can give examples of how people in the United States depend on each other for goods and services. (SS-04-3.4.2, SS-04-3.4.3) | |
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Topic 6: Explore the West Region of the United States**Suggested Duration: 2 Weeks****SUPPORTING QUESTION(S):**

- How can I describe the geography the West region of the United States?
- How does culture impact the way people live in the West region of the United States?
- How does the availability of resources influence economic decisions in the West region of the United States?

VOCABULARY: Language, Settlement patterns, Beliefs, Climate, Landforms, Bodies of water, Physical characteristics, Climate, Landforms, Bodies of water, Advances in technology, Dams, Reservoirs, Roads, Irrigation, Urban, Rural, Washington, Oregon, California, Nevada, Colorado, Utah, Idaho, Montana, Wyoming,

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups in the history of the United States.

SS-04-3.3.1 Students will give examples of markets and explain how they function and how the prices of goods and services are determined by supply and demand.

SS-04-3.4.1 Students will describe production, distribution, and consumption of goods and services in regions of Louisiana and the United States.

SS-04-3.4.2 Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between trade between regions of Louisiana and the U.S. (e.g., Midwest – corn, South – citrus).

SS-04-3.4.3 Students will define *interdependence* and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.

SS-04-4.1.2 Students will use geographic tools to locate major landforms, bodies of water, places, and objects in Louisiana and the United States by their absolute and relative locations.

SS-04-4.2.1 Students will compare regions in Louisiana and the United States by their human characteristics (e.g., language, settlement patterns, and beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).

SS-04-4.4.1 Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Louisiana and explain its impact on the environment today.

LEARNING TARGETS

- I can use geographic tools to identify and describe physical characteristics of the United States (e.g. landforms, bodies of water, climate, and natural resources). (SS-04-4.1.1)
- I can locate major landforms, bodies of water and places in the United States by their absolute and relative locations. (SS-04-4.1.2)
- I can identify the regions of the United States and describe the physical characteristics of each region (Northeast, Southeast, Midwest, Northwest, Southwest, and West). (SS-04-4.2.1)
- I can compare the physical characteristics of the regions of the United States. (SS-04-4.2.1)

POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES

- [Print United States Maps](#) - Owl and Mouse Web Site
- [U.S. West Region Map](#) - Education Place Web Site (blank map)
- [U.S. West Region Map](#) - Education Place Web Site
- [Social Studies for Kids Web Site](#) : (used to teach how geography influences economy, the way people live, and other geographic concepts)

- I can compare the human characteristics of the regions of the United States. (SS-04-4.2.1)
- I can identify and describe the patterns of early human settlements in the regions of the United States. (SS-04-4.2.1)
- I can give examples of how people in early settlements of the United States adapted to their environment in order to meet their needs. (SS-04-4.4.1)
- I can explain how physical characteristics affected human-environment interaction in the regions of the United States. (SS-04-4.4.2)
- I can define *interdependence*. (SS-04-3.4.3, SS-04-3.3.1)
- I can give examples of how people in the United States depend on each other for goods and services. (SS-04-3.4.2, SS-04-3.4.3)