



BLUE VALLEY DISTRICT CURRICULUM
 Social Studies | 4th Grade
 Geography of the United States



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: EXPLORING GEOGRAPHY</p> <p>Suggested Time Frame: Quarter 1</p>	<p>Why do people choose to live where they live?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How do people find where they live?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>What roles does geography play in protecting individual rights?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>How does culture influence the daily lives of people?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
<p>UNIT 2: EARLY GEOGRAPHERS (Explorers)</p> <p>Suggested Time Frame: Quarter 1</p>	<p>What choices did travelers make as they prepared for trail travel and what were the consequences of those choices?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>What are the rights and responsibilities of explorers?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>Why do countries make the decision to explore?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How has transportation changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
<p>UNIT 3: GEOGRAPHY OF THE NORTHEAST</p> <p>Suggested Time Frame: Quarter 1/2</p>	<p>Why do people choose to live in the Northeast?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

	<p>How does the physical environment of the Northeast influence the way people live?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What renewable and non-renewable natural resources exist in the Northeast, and how do people decide who has the right to use them?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>How has the population of the Northeast changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How does the availability of natural resources result in different economic choices across the Northeast?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>What makes the states in the Northeast a region; what do they have in common?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How do the cultural patterns of the Northeast influence the lives of the people who live there?</p> <ul style="list-style-type: none"> The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
<p>UNIT 4: GEOGRAPHY OF THE SOUTHEAST</p> <p>Suggested Time Frame: Quarter 2</p>	<p>Why do people choose to live in the Southeast?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How does the physical environment of the Southeast influence the way people live?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What renewable and non-renewable natural resources exist in the Southeast, and how do people decide who has the right to use them?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

	<p>How has the population of the Southeast changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How does the availability of natural resources result in different economic choices across the Southeast?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>What makes the states in the Southeast a region; what do they have in common?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How do the cultural patterns of the Southeast influence the lives of the people who live there?</p> <ul style="list-style-type: none"> The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
<p>UNIT 5: GEOGRAPHY OF THE MIDWEST</p> <p>Suggested Time Frame: Quarter 2</p>	<p>Why do people choose to live in the Midwest?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How does the physical environment of the Midwest influence the way people live?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What renewable and non-renewable natural resources exist in the Midwest, and how do people decide who has the right to use them?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>How has the population of the Midwest changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How does the availability of natural resources result in different economic choices across the Midwest?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>What makes the states in the Midwest a region; what do they have in common?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

	<p>How do the cultural patterns of the Midwest influence the lives of the people who live there?</p> <ul style="list-style-type: none"> The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
<p>UNIT 6: MY STATE: KANSAS</p> <p>Suggested Time Frame: Quarter 2</p>	<p>Why do people choose to live in Kansas?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>Who are historical figures in Kansas and in what ways have they impacted our society?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How does the Kansas Constitution protect the rights of the citizens of Kansas?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>Who are the political leaders in Kansas and how can they influence the lives of citizens who live there?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>How does the geography of Johnson County compare to other counties in Kansas?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
<p>UNIT 7: GEOGRAPHY OF THE SOUTHWEST</p> <p>Suggested Time Frame: Quarter 2</p>	<p>Why do people choose to live in the Southwest?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How does the physical environment of the Southwest influence the way people live?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What renewable and non-renewable natural resources exist in the Southwest, and how do people decide who has the right to use them?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>How has the population of the Southwest changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How does the availability of natural resources result in different economic choices across the Southwest?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)

	<p>What makes the states in the Southwest a region; what do they have in common?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How do the cultural patterns of the Southwest influence the lives of the people who live there?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
<p>UNIT 8: GEOGRAPHY OF THE WEST</p> <p>Suggested Time Frame: Quarter 2</p>	<p>Why do people choose to live in the West?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How does the physical environment of the West influence the way people live?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What renewable and non-renewable natural resources exist in the West, and how do people decide who has the right to use them?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>How has the population of the West changed over time?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How does the availability of natural resources result in different economic choices across the West?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>What makes the states in the West a region; what do they have in common?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How do the cultural patterns of the West influence the lives of the people who live there?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)