

Project Title: States, Maps, and Resources

Social Studies Standards:

Standard: 4SS1: Students demonstrate an understanding of the physical and human geographic features and political systems that define places and regions in the United States.

Components:

4SS1.c: Describe the various regions of the United States; water, landforms, vegetation, and climate, and how their characteristics and physical environments affect human activity.

4SS1.d: Identify the locations of the oceans, rivers, valleys, and mountain passes and explain their effects on the growth of cities.

4SS1.e: Describe how areas in the United States vary in land use, elevation, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4SS1.h: Explain the structures and functions of state governments, including roles and responsibilities of their elected officials.

4SS1.k: Describe the impact of natural resources, technology, and economics of the regions of the United States.

Standard: 4SS2: Students analyze the geographic, political, economic, and social structures in the Southeastern region of the United States.

Components: **4SS2.a:** Explain the major geographic features of the Southeast and discuss the physical settings that supported permanent settlement in this region.

4SS2.e: Compare and contrast the growth and development of industry and agriculture within the region.

Standard: 4SS3: Students analyze the geographic, political, economic, and social structures in the Northeastern region of the United States.

Components: **4SS3.a:** Explain the major geographic features of the Northeast and discuss the physical settings that supported permanent settlement in this region.

4SS3.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.

4SS3.e: Compare and contrast the growth and development of industry and agriculture within the region.

Standard: 4SS4: Students analyze the geographic, political, economic, and social structures in the Middle Western region of the United States.

Components: **4SS4.a:** Explain the major geographic features of the Mid-West and discuss the physical settings that supported permanent settlement in this region.

4SS4.c: Discuss the impact of the key historical events within the region.

4SS4.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the regions of the United States.

Standard: 4SS5: Students analyze the geographic, political, economic, and social structures in the Southwestern region of the United States.

Components: **4SS5.a:** Explain the major geographic features of the Southwest and discuss the physical settings that supported permanent settlement in this region.

4SS5.c: Discuss the impact of the arrival of Europeans in the region.

4SS5.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.

4SS5.e: Compare and contrast the growth and development of industry and agriculture within the region.

Standard: 4SS6: Students analyze the geographic, political, economic, and social structures in the Western region of the United States.

Components: 4SS6.a: Explain the major geographic features of the Western region and discuss the physical settings that supported permanent settlement in this region.

4SS6.c: Discuss the impact of the key historical events within the region.

4SS6.d: Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.

4SS6.e: Compare and contrast the growth and development of industry and agriculture within the region.

4SSK4: Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

4SSK5: Students judge the significance of the relative location of a place.

Examples: proximity to a harbor, on trade routes and analyze how relative advantages and disadvantages can change over time.

4SSK10: Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Language Arts Standards

Component: ***Research Process and Technology***

4E2a.5: Quote or paraphrase information sources, citing them appropriately.

4E2a.6: Locate information in reference texts by using organizational features, such as prefaces and appendixes.

4E2a.7: Use multiple reference materials and online information (*the Internet*) as aids to writing.

4E2a.8: Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

4E2a.9: Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

Component: ***Evaluation and Revision***

4E2a.10: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

4E2a.11: Proofread one's own writing, as well as that of others, using an editing checklist or list of rules, with specific examples of corrections of frequent errors.

4E2a.12: Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas

Standard: **4E3b: Applications**

Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Component: ***Speaking Applications***

4E3b.1: Make narrative presentations that relate ideas, observations, or memories about an event or experience, provide a context that allows the listener to imagine the circumstances of the event or the experience, and provide insight into why the selected event or experience should be of interest to the audience.

4E3b.3: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

4E3b.4: Make informational presentations that focus on one main topic, include facts and details that help listeners focus, and incorporate more than one source of information (*including speakers, books, newspaper, television broadcasts, radio reports, or Web sites*).

4E3b.5: Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

National Technology Standards

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.