**Grade 4**

**Social Studies Curriculum**

**Plymouth Public Schools**

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**North American Geography**

**Overarching Understanding**

**There is great diversity in the physical, cultural and economic regions of North America**

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| **Introduction to Geography**  |
| **Learning Standards****4.8** On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. **C& S1.**Use map and globe skills to determine absolute locations (latitude and longitude of places studied. **C&S 2**. Interpret a map using information from its title, compass rose, scale, and legend **4.9** On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate the Northeast, Southeast, Mid-west, Southwest & West**4.12** Identify and describe unique features of the United States (e.g. the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone and Yosemite National Park.**PLY** Identifies geographic vocabulary and concepts**PLY.** Explain the 5 Themes of Geography. | **Content Knowledge*** Identify 5 major regions of US
* Locate borders of US
* Name major types of landforms and waterways and identify examples of each located in the US
* Explain the parts of a map and how maps different for different purposes
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| **Key Vocabulary**United States Atlantic Ocean Pacific Ocean Hudson BayGulf of Mexico Great LakesMississippi River Rio Grande RiverGreat Basin Great PlainsRocky Mountains longitude Appalachian Mountain Latitude equatorPrime Meridian map titleCompass Rose scaleLegend5 Themes of Geography: Place, Location, Movement, Region,Human Environment Interaction | **Social Studies Skills*** Use cardinal and intermediate directions
* Use map key/legend to acquire information from, historical, political, resource, product and economic maps
* Draw conclusions and make generalizations based on information from maps
* Compare maps with data sets (charts, tables, graphs and/or readings to draw conclusions and make generalizations.
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| **Introduction to Geography** *continued* |
|  **Instructional Strategies & Formative Assessments** |
| Complete Map of regions in Outline Maps (pg. 21) using page 11 in student text.Sing and discuss “This Land is Your Land” (pg. 1 in Read Aloud Book)**Assessment-** Blank Outline Map quiz, discussion**Activity:** Review latitude and longitude pg. H14 and H15 in text. Discuss latitude and longitude of Gulf of Mexico and Atlantic Ocean (pg. H21 in text)**Assessment**- Students use transparency 49 to locate the Pacific Ocean, Mississippi River, Rio Grande, Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain Ranges.**Assessment:** Students will draw a map of their classroom (resource: Wkbk p. 5)**Activity:** Students will create and label a map of North America with boundaries using an overhead projector and transparency of North America and its boundaries.**Assessment:** Label the map on pg. 21 in Outline Map book.**Activities:** “This Land is Your Land” play pg. 10 in Hands on Book**Assessment:** Journal writing**Scott Foresman Leveled Readers** – *Earth and Water, High and Low* (B), *The Shape of Our Land* (L), *Landforms and Waterways (A)***Scott Foresman Digital CD – Software** *- That’s My Region***Scott Foresman Read Alouds & Primary Sources –** *Coast to Coast with* *Alice* pgs. 2 -3**Resource**: text p. 408-409 Latitude and Longitude |

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| **Regional Studies** The standards below apply to each region of the US. The  |
| **Learning Standards****4.10** Identify the states, state capitals, and major cities in each region.**4.11** Describe the climate, major physical features, and major natural resources in each region. (G)**C&S 1**. Use map and globe skills to determine absolute locations (latitude and longitude of places studied**C&S 2.** Interpret a map using information from its title, compass rose, scale, and legend **4.14** Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. **C&S 3**. Observe and describe national historic sites and describe their function and significance.  | **Content Knowledge for each region:*** List of state names and capitals
* Describe physical features, climate, natural resources and major products from this region.
* Describe the settlement patterns in this region, Native American population, first settlers and current immigrants to region.
* State how the geography of the region affects the economy
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| **Social Studies Skills*** Use maps to identify states in each region
* Compare and contrast different regions in terms of geography, climate, natural resources, products and culture
* Interpret timelines
* Construct charts, tables and maps
* Analyze artifacts
* Compare and contrast maps of the same place at different point in time to determine changes, identify trends and make generalizations about human activity.
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| **NORTHEAST**  |
| **Vocabulary** | **Instructional Strategies & Formative Assessments** |
| Connecticut, Delaware, Maryland, Maine, Massachusetts, New Hampshire, New Jersey New York, Pennsylvania, Rhode Island, Vermont, Washington D.C. and include capitals and major citiesNiagara Falls, Chesapeake Bay, Massachusetts Bay, Appalachian Mountains, peninsula, Erie Canal, Acadia National Park, glacier, quarry, minerals, maple syrup, shellfish, cranberries, bogs, hydropower,The Freedom Trail, USS Constitution, Plimoth Plantation, Plymouth Rock, Bunker Hill Monument, Paul Revere’s House, Statue of Liberty, Ellis Island, Gettysburg Battlefield, Jefferson & Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the While House, the Capitol, the Washington Monument, the National Achieves, Arlington National Cemetery, the Vietnam Veterans Memorial, the Iwo Jima Memorial, Mount Vernon Ellis Island Statute of Liberty Immigrant, Andrew Carnegie, Alexander Graham Bell | **Activities:** Complete a political map of the states in this region and label the New England States. Students will use overheads, construction paper, page. 98 in student text and transparencies (create transparency of page 22 in Outline Map Book) to create the map. Include resources from text book pg. 119**Assessment:** Label States, Capitals, and New England states on pg. 22 of Outline Map Book**Activity:** Watch video field trip of the Northeast. Students will create a video tour of the region including a map.**Activity:** Students will discuss Northeast Resources (Transparency 37) with pg. 119 text.**Assessment**: Workbook pg. 25 students write a letter describing Northeast resources.**Activity:** Describe the four seasons in writing, draw illustrations to accompany writing. Read Unit 2 plays about the seasons in the Hands-On Workbook.**Assessment**: Writing sample, participation inthe play.**Activity**: Read Unit 2 introduction pgs. 98-101, 104, 105 and map of landmarks on page 144. Research more sites on the internet.**Assessment:** Create a PowerPoint of historic site (Ellis Island, Statue of Liberty, Carnegie Hall, Niagara Falls) and their significance. Have them choose a city that they would like to visit and then research the different landmarks and attractions they might see on their trip.**Activity:** Read Chapter 5 Lesson 2. Read leveled readers on Jamestown and John Smith. Read *If Your Name Was Changed at Ellis Island* from your library if available. **Assessment:** Workbook pg. 30 and/or have students research and write a paragraph about one of the immigrants discussed in this lesson. Challenge: have students research and write a one-page report about a famous immigrant from the lesson.**Scott Foresman Digital CD – Software** – *The Northeast Coastline***Scott Foresman Read Alouds & Primary Sources –***Sugaring Season* pgs. 20-21, *Waterman’s Boy* pgs. 22-25, *Rhode Island* pgs. 26-27, *Description of Plymouth* pgs. 28-32**Resource: Text p. 42** “Fact File” “Immigration Information.” |
| **SOUTHEAST** |
| **Vocabulary** | **Instructional Strategies & Formative Assessments** |
| Arkansas, Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, include capitals and major citiesBayou, bay, delta, silt, hurricane, Everglades, Mississippi River, Florida Keys, barrier islands, wetlands, hurricanes, Piedmont, Appalachia, Appalachian Mountains, coal, oil, farming, plantations, citrus fruit, cotton timber, Okefenokee SwampJamestown, Acadians (Cajuns), Monticello, St. Augustine, Roanoke Island | **Activity**: Complete a political map of the states in this region using overhead projector and a transparency of pg. 160 in text.**Assessment:** Quiz on states, capitals, and major cities. Pg. 23 in Outline Map book.**Activity:** Using a land use and climate maps of the region, students will study the maps and write their conclusion about economic activities based on information from the maps. Map pg. 173 text, Read Chapter 6 Lesson 2. **Assessment:** Students will write a paragraph about economic activities based on information from the map on pg. 173 and information in the text.**Activity:** Create an artifact box with items that represent the climate, natural resources and physical features of the region.**Assessment:** Completed artifact box with appropriate number of items.*Suggested Websites: Information and lesson plans on national parks can be found at:* [*http://www.nps.gov*](http://www.nps.gov)**Activity:** Students will discuss the Agriculture and elevation in the Southeast using the map on pg. 170 and 181 in text.**Activity:** Read Chapter 7 Lesson 2. James Towne read aloud pg. 41 in Read Aloud workbook. **Activity:** Invite students to research and find a photo of Monticello. Ask students to consider what it would be like to live in such a house. How many people would be required to manage such a house? More questions pg. 71 in A Hands-on Approach workbook.**Assessment:** Report on Monticello and architecture.**Scott Foresman Digital Learning CD Movies –***Southeast Explorations***Activity**: Students will watch Southeast Video Field Trip. Discuss the term “historical site”.**Assessment:** Students will draw a picture and write a paragraph for 3 historical sites in the Southeast.**Scott Foresman Read Alouds & Primary Sources –***The Yearling* pgs. 36-38,  |

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| **MIDWEST** |
| **Vocabulary** | **Instructional Strategies & Formative Assessments** |
| Illinois, Indiana, Iowa, Kansas, Michigan,, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, Great Lakes, include capitals and major citiesTornado, drought, prairie, dustbowl.Mount Rushmore, Great Plains, sod, Meriwether Lewis & William Clark*Suggested Readings**Little Town on the Prairie* by Laura Ingalls Wilder*One Nation, Many Tribes* by Kathleen Krull*The Adventures of Tom Sawyer* by Mark Twain | **4.14** Activity: Discuss how the French and English influenced the fur trade. Read pages. 264-269. Examine map depicting The Voyage of Marquette and Joliette. Complete workbook page 63.Students follow Lewis and Clark’s expedition as they read p 78. The students complete a Venn diagram of the two explorations, comparing and contrasting the two adventures.**Assessment:** Venn diagramRead pages 270 -274. Discuss Midwest farming areas. Discuss the reasons some had sod houses. Introduce the railroads and why they were built in that area. Complete workbook, p. 64. Read *Children of the Dust Bowl* in Read Alouds text. Have students work in pairs to make a diary entry they might find of a child who experienced the Dust Bowl. **Assessments-** Diary entry Conduct whole class review on Marquette and Joliette lesson (above). Have students discuss how the fur trade influenced the French population of that area. In pairs, the students complete Lesson 2 Review on page 266. Write a letter home as a French fur trader describing your home.Assessment: Write a paragraph describing how and why the French immigrated to the Midwest. Letter as a fur trader.**Scott Foresman Digital Learning CD Movies –***Farming in the Midwest, The Dust Bowl***Scott Foresman Digital CD – Software** – *Across the Midwest, Agriculture***Scott Foresman Read Alouds & Primary Sources –***On the Banks of Plum Creek* pgs. 57- 58, *Children o f the Dust Bowl* pgs*.* 59-61 |
| **Regional Vocabulary**  |
| **WEST** | **SOUTHWEST** | **\*SUGGESTED NATIVE AMERICAN STUDY** |
| Alaska, California,, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming, include capitals and major citiesRocky Mountains, Continental Divide, Yellowstone National Park, Death Valley, Mt. McKinleyGeyser, magma, volcano, lava, livestock, tundra, rainshadowThe Redwood Forest, Yosemite National ParkGold Rush, prospector | Arizona, New Mexico, Oklahoma, Texasmesa, butte, canyon, desertGrand Canyon, Yellowstone National Park, Sonora DesertArid, desert, savanna, refinery. Aqueduct, adobe, puebloCoronado, Theodore Roosevelt, John Wesley PowellMissionary, homestead | \*Use as part of introductory unit to teach basic geography of the regions through a study of Native American groups or complete throughout the study of each region as part of each regional study.**Including, but not limited to:** Iroquois, Sioux, Navajo, Pueblo, Cherokee,Inuit, Seminole, Ojibwa and other tribes located in the five regions of the US |

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| **SOUTHWEST**  |
| **Vocabulary** | **Instructional Strategies & Formative Assessments** |
| Arizona, New Mexico, Oklahoma, Texasmesa, butte, canyon, desertGrand Canyon, Yellowstone National Park, Sonora DesertArid, desert, savanna, refinery. Aqueduct, adobe, puebloCoronado, Theodore Roosevelt, John Wesley PowellMissionary, homestead | Students will identify the states, capitals, major cities, important landforms and waterways of the Southeast, using a provided list, map, and transparency as they complete a political map of this region.**Activity**: Describing the climates of the Southwest. The students will participate in a whole class reading of *Climates in the Southwest*, p. 308-311. In groups of 3-4, the students will then graph average temperatures of a major city of this region, using the computer or almanacs. Each group will share their findings with the class. Individually, the students will write a paragraph explaining if they would or would not like to live in an area of the Southwest because of the climate, or will complete “Link to Writing” activity p.311.**Activity**: Identifying major physical features of the SWUsing a provided map or globe, students will determine the latitude and longitude of the states and major landforms of the Southwest. **Activity-** Students will identify oil as a resource of the Southwest. Reading Lesson 3 Chapter 10. Complete “Link to Science” poster p. 317. “Conserving a Non Renewable Resource.**Activity-** Students will examine physical features of the Southwest and learn about the Grand Canyon. Students will read the *A Land of Canyons,* lesson 1 in chapter 10 of the text, then complete workbook, p. 70. The class will then read the “*Speech at the Grand Canyon*” by Theodore Roosevelt. The class will reflect and discuss the significance of the speech. Students will then write their own speech on the importance of this historic site and why it should be preserved for future generations.**Activity**: Students will identify oil as an important natural resource of the Southwest Region. Read Chapter 10 Lesson 3. Complete “Link to Science” activity p.317 (Poster: “Conserving a Non-renewable Resource.”**Resources**: sfscocialstudies.com/activitiesNavajocentral.com Students can also perform the 3 part play, *The Grand* *Canyon in Hands on Approach* Assessment: page and speech  |

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| **Instructional Strategies & Formative Assessments ~ SW** *continued* |
| **Workbook Activity**: Students will learn how the Southwest was influenced by Spanish-speaking countries, e.g. Spain and Mexico. The class will read Lesson 2, pp. 332-335, *Spanish Influence* in chapter 11 of the text. The will discuss the effect missions had on the Native Americans that resided in that region. The class will then debate if the missions had a positive or a negative effect on Native American cultures. Students will also learn of the Mexican influence as they continue to read lesson 2. They will read pp. 336- 337. They will then color their own Mexican blankets from a provided template. Students will also read a story of the Alamo*, “Enrique Esparza at the Alamo*.” The students will the create interview questions they would like to ask Mr. Esparza if they had the opportunity.Assessment: Interview questions**Scott Foresman Digital Learning CD Movies –***Deserts & Canyons, Southwest Native Americans***Scott Foresman Digital CD** – Software – *Southwest Landforms, Living in the Desert***Scott Foresman Read Alouds & Primary Sources –***Josefina Save the Day* pgs. 16-17, *Desert Giant: The World of the Saguaro Cactus* pgs. 72-73, *Spindletop* pgs. 74-75, *Navajo* pgs. 76-78 |

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| **\*SUGGESTED NATIVE AMERICAN STUDY** |
| \*Use as part of introductory unit to teach basic geography of the regions through a study of Native American groups or complete throughout the study of each region as part of each regional study.**Including, but not limited to:** Iroquois, Sioux, Navajo, Pueblo, Cherokee,Inuit, Seminole, Ojibwa and other tribes located in the five regions of the US |

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| **Canada** |
| **Learning Standards**4.17 On a map of North America, locate Canada, its provinces, and major cities.**4.18** Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy.**4.20** Identify when Canada became an independent nation and explain how independence was achieved **4.21** Identify the location of at least two Native American tribes in Canada (e.g. Kwakiutl and Micmac) and the Inuit nation and describe their major social features. **4.22** Identify the major language groups their geographic location, and the relations among them. **4.19** Describe the major ethnic and religious groups of modern Canada **4.20** Identify when Canada became an independent nation and explain how independence was achieved  | **Content Knowledge** * Canada borders the United States to the North.
* Canada has 2 official languages, English and French.
* A majority of the population live in the southern part of the country, located near the US border.
* Canada has a variety of natural resources.
* Canada is made up of provinces and territories.
* Canada and the US are trading partners.
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| **Key Vocabulary**Territory, Province, Montreal, Toronto, Ottawa, Quebec, include all provinces and territories English, French, Baffin Island, Hudson Bay, Arctic Ocean, Davis Strait, Beaufort Sea, Labrador Sea, Atlantic Ocean, James Bay, Hudson Strait, Canadian Shield, St. Lawrence River, Gaspe Peninsula, Mackenzie Mountains, Gulf of St. Lawrence, Great Slave Lake, Lake Winnipeg ,Lake Athabasca, Coast Mountains, Great Lakes, Queen Elizabeth Islands, Rocky Mountains, Permafrost, tundra, prairie, humid continental, Canadian Shield, Niagara Falls, Grand Banks, pelts, fur trade, Henry Hudson, lumber, fishing, shipping, minerals, wheat, oil, transportation equipmentInuit, French-Canadians, British, Roman Catholic, Protestant, United Kingdom, Prime Minister, Inuit, Nunavut, MicMac, “First Nations”, Tlinglet, separatists  | **Social Studies Skills**Interpret timelinesConstruct charts, tables and mapsAnalyze artifactsCompare and Contrast regions within CanadaCompare and contrast maps of the same place at different point in time to determine changes, identify trends and make generalizations about human activity. |
| **Canada**  *continued* |
| **Instructional Strategies & Formative Assessments** |
| **Activity:** Create a “big map” of the physical features of Canada. Use an overhead to trace outline of Canada onto large craft paper or chart paper. Given the list of places to find, students use atlases to complete map. Map on pg. 87 in Passport to Canada workbook.**Assessment:** Locations are accurately labeled on the map.**Activity:** Read pages 86-89 of Passport Book. Complete a timeline of Canada’s expansion from sea to sea.**1. Activity :** Students do a quick write on the on the importance of beavers to early Canadian economy of Canada – Given a short informational reading from *– Emblems of Canada* information can be found at: [www.saskschools.ca/~gregory/canada/emblems/ca.html](http://www.saskschools.ca/~gregory/canada/emblems/ca.html)Students then add additional information to their notes. **Informal assessment** – Discussion of the importance of the beaver to the early fur trade and settlement of Canada.**Related activity:** See p. 20 Question 5 “Would you have approved of the fur trade?” Read p 18-21. Sequence the events that led to the establishment of Montreal as a fur trading center.**2. Activity**: Have student look at a map of North and South America. Have them decide which countries would be good for Canada to trade with and why (proximity, accessible waterways, etc.). Students will then choose a natural resource and create an advertisement poster of that product. **Assessment:** Poster 1. **Activity**: Students will discuss NAFTA (Unit 8 Lesson 1 Passport to Canada)

**Assessment:** Students will explain Canada’s role in World trade .**Scott Foresman Digital Learning CD Movies –***Amanda Andrews at Niagara Falls***Activity**: read p. 18-21 (Fur Trade) pg. 20 question 5 “Would you have opposed the fur trade and fishing?” Sequence events for establishment on Montreal pg. 21 **Activity:** Read Unit 9 Lesson 1. Summarize important changes that occurred in Canada and the steps that the country took to meet the needs of its people.**Assessment:** Summary**Activity:** Read Lesson 2 pg. 66-70 in Passport to Canada. **Assessment**: Students will explain how independence was achieved using “Write Your Essay” on pg. 71**Activities:** Students will read about the Inuit nation (pg. 99), Iroquois (pg. 4, 27) in Passport to Canada.**Assessment**: Students will describe their major social features as a group.**Activity:** Link to Writing p. 5 Passport to Canada**Activity:** Students will discuss the French explorer Samuel Champlain exploring Quebec City and the English Explorer Henry Hudson sailing into Hudson Bay. How do you think this affected the language in these areas? Read pg. 20 in Passport to Canada**Canada**  *continued* |
| **Instructional Strategies & Formative Assessments** |
| **Assessment:** Lesson review pg. 21 in Passport to Canada<http://www.umaine.edu/canam/k-12outreach/MA4.htm>Scott Foresman Digital CD – Software – *Tlingit***Resource:** District’s subscription to [www.enchantedlearning.com](http://www.enchantedlearning.com). Great resource for maps, flags, geography, and cultural celebrations. (Including Canada Day |

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| **MEXICO** |
| **Learning Standards****4.23** On a map of North America, locate Mexico and its major cities. **4.24** Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy **4.25.** Identify the language, major religion, and peoples of Mexico **4.26** Identify when Mexico became an independent nation and describe how independence was achieved. | **Content Knowledge*** Mexico shares a southern border with the United States.
* Mexico is divided into states.
* Spanish is the official language in Mexico.
* Mexico has several different climate types.
* Mexico was a colony of Spain and became independent.
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| **Key Vocabulary** Baja California, Gulf of Mexico, Sierra Madre, Durango, Mexico City, Acapulco, Campeche, Vera Cruz, Central PlateauRainforest, Tropic of Cancer,Pacific Ocean, Caribbean Sea,Yucatan Peninsula, Gulf of Mexico,Agriculture,Minerals, Silver, Lead, Maize,Sugar cane, Vanilla, NAFTASpanish, Catholic, Mayan, Aztec, Mestizos Hernando Cortez, Miguel Hidalgo, revolutionSeptember 16th (Independence Day) | **Social Studies Skills**Interpret timelinesConstruct charts, tables and mapsAnalyze artifactsCompare and Contrast regions within CanadaCompare and contrast maps of the same place at different point in time to determine changes, identify trends and make generalizations about human activity. |
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| **Mexico** *continued* |
| **Instructional Strategies and Formative Assessments** |
| **4.23 Activity:** Students will label and color in a map of Mexico, noting major cities, surrounding countries and important waterways. **4.24** **Activity:** Students will define the major natural resources of Mexico, and examine the relationship of such to the Mexican economy. Read p. 92 *Expansion of Trade* and discuss what naturals resources are prevalent in Latin America. Have student look at a map of North and South America. Have them decide which countries would be good for Mexico to trade with and why (proximity, accessible waterways, etc.). Students will then choose a natural resource and create an advertisement poster of that product. **Assessment:** Poster, discussion**4.25** Activity: the students will learn about the Native people of Latin America and see the effect of Spanish conquer on the religion and language of Mexico. Students will read “The Olmec” p. 9 and “Conquest in Latin America” p. 15 of **Passport.** Students will take part in a Cause and Effect activity as they examine how the Mayan and Aztec peoples’ lives changed because of European conquest.The students can write journal reflection in the voice of an Aztec or a Mayan child may have reacted to the Spanish invasion**Assessment:** Journal Reflection.**4.26** Students will read *Unrest in Mexico,* p. 56 in **Passport,** and *Mexican Independence Day*, p. 58. They will then write a newspaper article that may have appeared describing September 16th and its significance to the Mexican people. See p. 60 “Write about History.” Or “Links to Writing” p. 57. If possible, the class could hold a Mexican Independence celebration.Assessment: Newspaper article/letter**Resource:** Utilize District’s subscription to [www.enchantedlearning.com](http://www.enchantedlearning.com). Great resource for maps, holidays, flags, geography. |

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| **Common Core Standards for ELA and Literacy Grade 4**  |
| **Reading Standards for Literature**1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inference from the text.
2. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where

 each version reflects specific description and directions in the text.**Reading Standards for Informational Text** 3. Explain events, procedures , ideas, or concepts in a historical scientific or technical text, including what happened and why,  based on specific information in the text.6. Compare and contrast a firsthand and secondhand account of the same vent or topic; describe the differences in focus and the  information provided.7. Interpret information presented visually, orally or quantitatively an explain how the information contributes to an  understanding of the text in which it appears.1. Explain how an author uses reasons and evidence to support particular points in a text
2. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing Standards**1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

 Introduce the topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details Link opinion and reasons using words and phrases Provide a concluding statement or section related to the opinion presented1. Write informative/explanatory texts to examine a topic an convey ideas and information clearly

 Introduce a topic clearly and group related information in paragraphs and sections: include formatting, illustrations, and  Multimedia when useful to aiding comprehension Develop the topic with facts, definitions, concrete details, quotations, or other information examples related to the topic Link ideas within categories of information using words and phrases Use precise language and domain-specific vocabulary to inform about or explain the topic Provide a concluding statement or section related to the information or explanation presented1. Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose and

 audience.**Common Core State Standards** *continued* |
|  7. Conduct short research projects that build knowledge through investigation of different aspects of the topic 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources1. Draw evidence from literacy or information texts to support analysis, refection and research.

**Standards for Speaking and Listening**1. Identify the reasons and evidence a speaker provides to support particular points.
2. Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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