



BLUE VALLEY DISTRICT CURRICULUM  
**Social Studies | 4<sup>th</sup> Grade**  
**Geography of the United States**



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

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

	<p><b>How does the physical environment of the Northeast influence the way people live?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>What renewable and non-renewable natural resources exist in the Northeast, and how do people decide who has the right to use them?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How has the population of the Northeast changed over time?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul> <p><b>How does the availability of natural resources result in different economic choices across the Northeast?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>What makes the states in the Northeast a region; what do they have in common?</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How do the cultural patterns of the Northeast influence the lives of the people who live there?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
<p><b>UNIT 4: GEOGRAPHY OF THE SOUTHEAST</b></p> <p><b>Suggested Time Frame:</b> Quarter 2</p>	<p><b>Why do people choose to live in the Southeast?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>How does the physical environment of the Southeast influence the way people live?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>What renewable and non-renewable natural resources exist in the Southeast, and how do people decide who has the right to use them?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>

	<p><b>How has the population of the Southeast changed over time?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul> <p><b>How does the availability of natural resources result in different economic choices across the Southeast?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>What makes the states in the Southeast a region; what do they have in common?</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How do the cultural patterns of the Southeast influence the lives of the people who live there?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
<p><b>UNIT 5: GEOGRAPHY OF THE MIDWEST</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>Why do people choose to live in the Midwest?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>How does the physical environment of the Midwest influence the way people live?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>What renewable and non-renewable natural resources exist in the Midwest, and how do people decide who has the right to use them?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How has the population of the Midwest changed over time?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul> <p><b>How does the availability of natural resources result in different economic choices across the Midwest?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>What makes the states in the Midwest a region; what do they have in common?</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul>

	<p><b>How do the cultural patterns of the Midwest influence the lives of the people who live there?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
<p><b>UNIT 6: MY STATE: KANSAS</b></p> <p><b>Suggested Time Frame:</b> Quarter 3</p>	<p><b>Why do people choose to live in Kansas?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Who are historical figures in Kansas and in what ways have they impacted our society?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>How does the Kansas Constitution protect the rights of the citizens of Kansas?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Who are the political leaders in Kansas and how can they influence the lives of citizens who live there?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> </ul> <p><b>How does the geography of Johnson County compare to other counties in Kansas?</b></p> <ul style="list-style-type: none"> <li>The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>
<p><b>UNIT 7: GEOGRAPHY OF THE SOUTHWEST</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>Why do people choose to live in the Southwest?</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>How does the physical environment of the Southwest influence the way people live?</b></p> <ul style="list-style-type: none"> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>What renewable and non-renewable natural resources exist in the Southwest, and how do people decide who has the right to use them?</b></p> <ul style="list-style-type: none"> <li>The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How has the population of the Southwest changed over time?</b></p> <ul style="list-style-type: none"> <li>The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul> <p><b>How does the availability of natural resources result in different economic choices across the Southwest?</b></p> <ul style="list-style-type: none"> <li>The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul>

	<p><b>What makes the states in the Southwest a region; what do they have in common?</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How do the cultural patterns of the Southwest influence the lives of the people who live there?</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
<p><b>UNIT 8: GEOGRAPHY OF THE WEST</b></p> <p><b>Suggested Time Frame:</b> Quarter 4</p>	<p><b>Why do people choose to live in the West?</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p><b>How does the physical environment of the West influence the way people live?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>What renewable and non-renewable natural resources exist in the West, and how do people decide who has the right to use them?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How has the population of the West changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> </ul> <p><b>How does the availability of natural resources result in different economic choices across the West?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>What makes the states in the West a region; what do they have in common?</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How do the cultural patterns of the West influence the lives of the people who live there?</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>