

# Milford Public Schools Curriculum

Department: Social Studies

Course Name: The Connecticut Adventure Grade: 4



## UNIT 1

**Unit Title:** Natural Connecticut/Introducing the Atlas, Maps, and Globes

### Unit Description

One of the goals of this first unit of study for grade 4 is to lay a strong foundation for the rest of the year regarding the structure of utilizing the text, atlas, and weekly newspaper. Using materials provided to draw content and lessons, teachers are able to provide students with an understanding of Connecticut Students will use textual information from created outlines and organizers to summarize. Moreover, students will create written work to describe historical events using evidence from the text (History/Social Studies Literacy Skills). In addition, students will utilize the Nystrom Junior Geographer Atlas and Hands-On Program as well as the Connecticut Studies Weekly newspaper to further develop/deepen his or her understanding by comparing and contrasting map types and locating man-made and physical characteristics of Connecticut (History/Social Studies Literacy Skills).

## LEARNING GOALS

### Enduring Understanding(s):

Students will understand that natural resources are based on geographical features and location and can change over time.  
Students will understand that humans can positively change the environment and physical features in a community but can also have a negative impact on the environment and its natural resources.  
United States is comprised of five different regions that are defined by their natural landforms.  
The environmental and geographic features of these regions of the United States have affected the economic, cultural and historical lives of the people who live there.

### Essential Question(s):

How do natural landforms, geography, and types of resources affect historical development across the regions of the United States?  
How does where you live affect how you live?

### Content and Skills:

The Connecticut Adventure - Chapter 1 (Natural Connecticut) pages 2-23  
Nystrom teacher book - Lessons 1-7  
Nystrom - The Junior Geographer Atlas - 4-12  
Connecticut Studies Weekly - Weeks 1 and 3

### Standards Addressed:

interprets text distinguishing cause and effect, fact and opinion, main idea and supporting details  
utilizes information from created outlines and organizers, creates written work to describe historical events using evidence  
compares and contrasts map types  
locates man-made and physical characteristics of Connecticut

Reads and understands grade level and informational text  
Refers to details and examples from informational text to support inferences or ideas  
Summarizes informational text using main idea and key details  
Describes and uses the structure of an informational text  
Interprets and explains information presented visually, orally or quantitatively

## UNIT 2

**Unit Title: The First People -Native Americans in Connecticut**

### LEARNING GOALS

#### **Enduring Understanding(s):**

Students will understand how locations and characteristics of human settlements have changed over time.  
Students will understand some of the reasons why people have moved and relate these reasons to some historic movement of large groups of people.  
Students will examine family life and cultures of different people at different times in history.

#### **Essential Question(s):**

What impact did Native Americans have on Connecticut land and history?

#### **Content and Skills:**

The Connecticut Adventure - Chapter 2 (pgs 24-39)  
Connecticut Studies Weekly - Week 4

#### **Standards Addressed:**

##### **History/Social Studies Literacy Skills:**

Identifies and analyzes the impact of individuals, groups, and events on both regional and Connecticut history including the impact of colonization on Native American peoples  
Compares and contrasts map types

##### **Language Arts: Reading Informational Text**

**Using the Social Studies textbook, Social Studies Weekly Newspaper, Junior Atlas**

Reads and understands grade level informational text (ELA Unit 3 Lessons 1 - 5)  
Refers to details and examples from informational text to support inferences or ideas  
Summarizes informational text using main idea and key details (ELA Unit 3 Lessons 8, 10, 11, 14, 16)  
Describes and uses the structure of an informational text (ELA Unit 3 Lessons 6 - 10)  
Compares and contrasts different informational texts to describe the differences in author's point of view (ELA Unit 3 Lessons 13,14)  
Interprets and explains information presented visually, orally or quantitatively  
Explains how an author uses reasons and evidence to support particular points in a text

##### **Language Arts: Writing**

Writes organized informative/explanatory texts on a specific topic supported with facts **\*addresses writing standard for explanatory**  
Systematically follows the steps of the writing process to produce clear and organized writing pieces for intended audience  
Researches a topic, gathers and integrates relevant information from credible sources

Writes clearly using grade appropriate punctuation and capitalization

### UNIT 3

#### **Unit Title: The First People -Native Americans in Connecticut**

#### **Unit Description:**

The focus of this unit is to learn about the first people to live in the Connecticut area. Students are introduced to three larger groups of Native Americans and then learn more specifically about the Algonquian tribe, their culture, and legacy.

### LEARNING GOALS

#### **Enduring Understanding(s):**

Students will understand how locations and characteristics of human settlements have changed over time.

Students will understand some of the reasons why people have moved and relate these reasons to some historic movement of large groups of people.

Students will examine family life and cultures of different people at different times in history.

#### **Essential Question(s):**

What impact did Native Americans have on Connecticut land and history?

#### **Content and Skills:**

The Connecticut Adventure - Chapter 2 (pgs 24-39)

Connecticut Studies Weekly - Week 4

#### **Standards Addressed:**

#### **History/Social Studies Literacy Skills:**

Identifies and analyzes the impact of individuals, groups, and events on both regional and Connecticut history including the impact of colonization on Native American peoples

Compares and contrasts map types

#### **Language Arts: Reading Informational Text**

**Using the Social Studies textbook, Social Studies Weekly Newspaper, Junior Atlas**

Reads and understands grade level informational text (ELA Unit 3 Lessons 1 - 5)

Refers to details and examples from informational text to support inferences or ideas

Summarizes informational text using main idea and key details (ELA Unit 3 Lessons 8, 10, 11, 14, 16)

Describes and uses the structure of an informational text (ELA Unit 3 Lessons 6 - 10)

Compares and contrasts different informational texts to describe the differences in author's point of view (ELA Unit 3 Lessons 13,14)

Interprets and explains information presented visually, orally or quantitatively

Explains how an author uses reasons and evidence to support particular points in a text

#### **Language Arts: Writing**

Writes organized informative/explanatory texts on a specific topic supported with facts **\*addresses writing standard for explanatory**

Systematically follows the steps of the writing process to produce clear and organized writing pieces for intended audience

Researches a topic, gathers and integrates relevant information from credible sources  
Writes clearly using grade appropriate punctuation and capitalization