

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

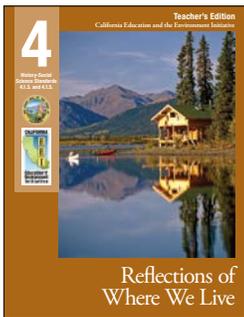
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

4.1.3. and 4.1.5.—Reflections of Where We Live



This unit focuses on the geography and the physical and human features that define large regions of California. Students use maps, charts, pictures, and the **California Connections: California's Natural Regions** reader to become familiar with the physical environments and specific features of the regions under study. Students compare the natural features, characteristics, and resources of their local region to other California regions. Then they will examine the connection between human activities and resources and how population density can affect resources and services. Finally, they analyze how climate affects California regions, and how transportation is affected by the local natural systems.

		RI.4.1	RI.4.3	RI.4.4	RI.4.7	W.4.2	W.4.4	W.4.8	W.4.9	SL.4.1	SL.4.2	SL.4.4	SL.4.6	L.4.1	L.4.2	L.4.3	L.4.4	L.4.6
LESSONS	California Connections	✓			✓		✓								✓			
	1	✓		✓	✓		✓			✓					✓		✓	✓
	2	✓		✓	✓			✓		✓			✓				✓	✓
	3			✓	✓		✓	✓		✓		✓		✓	✓	✓	✓	✓
	4		✓	✓	✓		✓			✓				✓	✓	✓	✓	✓
	5			✓	✓		✓			✓				✓	✓	✓	✓	✓
	6	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
	Traditional Assessment		✓		✓	✓	✓							✓	✓	✓		✓
	Alternative Assessment		✓		✓	✓	✓							✓	✓	✓		✓

COMMON CORE STANDARDS

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 25–26 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Small groups, partners/pairs, whole class
- **Lesson 2:** Nine small groups
- **Lesson 3:** Whole class, ten small groups, individual
- **Lesson 4:** Whole class, small groups, individual, pairs
- **Lesson 5:** Whole class, partners/pairs
- **Lesson 6:** Whole class, partners/pairs, small groups, individual

National Geographic Resources

- **Human Geography** student maps (Lessons 3 and 4)
- **Human Geography** wall map (Lessons 3, 4, 5, and 6)
- **Natural Regions** student maps (Lessons 1, 2, and 3)
- **Natural Regions** wall map (Lessons 1, 2, 3, and 5)
- **Political** wall map (Lessons 1, 3, 4, 5, and 6)

Additional Resources

- **California Climate Zones** student maps (Lessons 1, 2, and 3)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
<p>Students answer multiple choice and short answer questions that assess their achievement of the unit’s learning objectives. They identify the state capital and describe the various regions of California, including how their characteristics and physical environments affect human activity. They also use maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p>	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing...</p> <p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.3: Explain...ideas, or concepts in a historical, scientific, or technical text...</p> <p>RI.4.7: Interpret information presented visually...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text...</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience...</p>
Alternative Assessment	
<p>Students will create mini-posters and answer questions regarding these posters. They identify the state capital and describe the various regions of California, including how their characteristics and physical environments affect human activity. They also use maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p>	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing...</p> <p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling...</p> <p>L.4.3: Use knowledge of language and its conventions when writing...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.3: Explain...ideas, or concepts in a historical, scientific, or technical text...</p> <p>RI.4.7: Interpret information presented visually...(e.g., in charts, graphs, diagrams...)...</p> <p>W.4.2: Write informative/explanatory texts...</p> <p>W.4.4: Produce clear and coherent writing...in which the development and organization are appropriate to task...</p>

Lesson 1: Places in California

Students use information derived from a reader and maps to compare natural features of their local region to those in another region in the state. They complete a table summarizing such features as climate, vegetation, landforms, and bodies of water.



National Geographic Resources

- **Natural Regions** student maps
- **Natural Regions** wall map

Additional Resources

- **California Climate Zones** student maps

Use this correlation in place of the **Procedures** on pages 38–43 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate. These documents are provided separately.</p> <p>Tip: If Dictionary needs to be reused from year to year, students should not write in them.</p> <p>Tip: Word Wall Cards may be used at the beginning, as the words come up in the lesson, or as a review at the end.</p>	<p>L.4.4c: Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...</p>
Step 1	
<p>Ask students the following questions to begin the discussion:</p> <ul style="list-style-type: none"> ■ What are the current weather conditions in our area? (<i>Answers will vary, depending on your location and the time of year.</i>) ■ Is this typical for this time of the year? (<i>Yes</i>) ■ What is the weather typically like here during the summer? (<i>Answers will vary, depending on your location.</i>) ■ What is weather like here during the winter? (<i>Answers will vary, depending on your location.</i>) <p>Project California Climate Zones (Visual Aid #1). Point out the map key and then, using the key, identify the typical weather conditions in your area during winter and summer.</p> <p>Tip: Download the digital copies of the Visual Aids before class and confirm the projection works smoothly. See www.californiaeei.org/curriculum to download visual aids.</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)...building on others’ ideas and expressing their own clearly.</p> <p>Suggestion: Conduct this discussion in pair/share to encourage engagement in multiple collaborative conversations.</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Distribute a California Climate Zones student map to each student. Again, project California Climate Zones. Tell students to find the map key. Ask them to locate the coast on their copy of the California Climate Zones map. (<i>Note: Use the visual aid to help students find the coast if they are not familiar with it.</i>) Next, tell them to use the map key to identify and describe the climate along the coast. (<i>Northern California has rainy, cool winters. Summers are dry, foggy, and cool. Southern California has rainy, cool winters. It has dry, hot summers.</i>)</p>	<p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p>
Step 3	
<p>Call students' attention to the Natural Regions wall map. Show students the map key for "Natural Vegetation." Ask one student to come to the map and point to the desert areas. (<i>The Mojave Desert, Colorado Desert, and Great Basin Desert are all deserts.</i>) Ask students to find the locations of the desert areas on their California Climate Zones map and describe the climate in the deserts. (<i>The deserts are very dry, and with the exception of the Great Basin Desert (in northeastern California), warm in the winter. They are very dry and very hot in the summer.</i>)</p>	<p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others' ideas and expressing their own clearly.</p> <p>Suggestion: Have students complete a quickwrite describing desert climates to enhance Common Core connections standards W.4.42d and W.4.8.</p>
Step 4	
<p>Distribute a Natural Regions student map to each student. Point to the Natural Regions wall map and explain that California has nine different terrestrial natural regions that appear as insets on the map. In addition to terrestrial areas, California has rivers and lakes, and ocean and coastal natural regions. Tell them that they will read about two natural regions, the one where they live and another California region different from their own.</p> <p>Point to your location on the Natural Regions wall map (as indicated by the Local Region Ring (Teacher's Masters, page 2). Demonstrate how to identify natural regions near your community by using the natural vegetation map key.</p> <p>(<i>Note: If your natural region has changed, show and discuss photographs of the area before it was developed and of areas that still have natural vegetation.</i>)</p> <p>Distribute a California Connections: California's Natural Regions reader to each student. Tell students to read the section in the reader about their local natural region, and, while they read, to look for descriptions of its features.</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>Suggestion: Read the section in the California's Natural Regions reader to the class or have them partner read to help the emerging readers.</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>Distribute a Student Workbook to each student. Tell them to turn to Contrasting Regions (Student Workbook, page 2).</p> <p>Call students' attention to the Contrasting Regions Chart. Write the name of your local natural region on Contrasting Regions Chart. Tell them to record this information on their copy of Contrasting Regions. Explain to students that they will complete this chart with information about their local natural region from the California Connections: California's Natural Regions reader.</p> <p><i>Tip: Complete local natural region on the chart together to ensure accurate information on the chart before they do the contrasting natural region.</i></p>	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.4.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience...</p>
Step 6	
<p>Tell students that they will now read about another region, one that is "contrasting," or very different from where they live. Write the name of the contrasting natural region you selected in advance on the Contrasting Regions Chart. Instruct students to record the name of the contrasting natural region on their copy of Contrasting Regions. Tell them the page numbers in the reader and instruct them to read about the contrasting region in the California's Natural Regions reader. Direct students to fill in the "Other Natural Region" column on Contrasting Regions while they are reading. Remind them to use their student maps, as well as the readers, to help them complete Contrasting Regions. (<i>Note: Region-specific answers for Contrasting Regions Chart are provided on pages 40–43.</i>)</p>	<p>L.4.2: Demonstrate command of...capitalization, punctuation, and spelling when writing.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says...</p> <p>RI.4.7: Interpret information presented visually, orally...and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.4: Produce clear and coherent writing...</p> <p>Suggestion: <i>Have students work in small groups and have each group complete a different contrasting region. When completed, have groups share their findings so the class has information all of the contrasting regions.</i></p>
Step 7	
<p>Gather California Connections: California's Natural Regions readers and student maps.</p> <p>Collect Student Workbooks and use Contrasting Regions for assessment.</p>	n/a

Lesson 2: Natural Regions in California

Students work in small groups, gathering information from maps and readings about the diverse natural regions in California. Each group creates a chart that summarizes the characteristics of one region.



National Geographic Resources

- **Natural Regions** student maps

Additional Resources

- **California Climate Zones** student maps

Use this correlation in place of the **Procedures** on page 52 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.4.4c: Consult reference materials...to find the pronunciation and determine...meaning of key words and phrases...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...</p>
Step 1	
Tell students in this lesson they will learn about what it is like to be in different parts of California by comparing the weather, plants, and animals of differing regions. Call attention to the Contrasting Regions Chart developed in Lesson 1. Point out some of the contrasting characteristics of the two regions outlined on the chart. Tell students that today they will learn about nine additional natural regions in California. <i>Tip: Make sure Assignment Cards are prepared.</i>	n/a
Step 2	
Tell students they will work in groups to create diagrams about the nine natural regions they have not yet studied. Explain that there will be nine groups, with each group addressing a different region.	n/a

Procedures	Common Core Standards and Applications
Step 3	
<p>Distribute a California Connections: California's Natural Regions reader, and set of California Climate Zones and Natural Regions student maps to each student. Tell students to use these resources as they work in their groups.</p> <p>Organize the students into nine groups. Give each group one of the nine pre-selected Assignment Cards (Teacher's Masters, page 3). Tell each group that this is the natural region that they will study. Give the groups time to read about their assigned natural region in the California Connections: California's Natural Regions reader, and to locate information about the region on their student maps.</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.7: Interpret information presented visually, orally... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p>
Step 4	
<p>Redistribute students' individual Student Workbooks. Tell them to turn to Natural Region Study (Student Workbook, pages 3–4). Review the instructions for Part 1 of the Natural Region Study and explain that, for some regions, students may not be able to find information for all the categories. Tell students to complete only the items that relate to their assigned region. Give students time to complete Part 1.</p> <p>Review the instructions on Part 2 of Natural Region Study and explain that the group should complete a rough draft of their diagram in Part 2 in the student workbook. Explain that after Part 1 of Natural Region Study and the rough draft of the diagram in Part 2 are completed, one student from each group should come to pick up chart paper and markers for drawing their final diagram. Allow students to work in their groups for 20 minutes. Help each group post their diagrams when completed.</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)...building on others' ideas and expressing their own clearly.</p> <p>SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)...</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources... paraphrase, and categorize information...</p>
Step 5	
<p>Gather California Connections: California's Natural Regions, Assignment Cards, and student maps.</p> <p>Collect Student Workbooks and use Natural Region Study for assessment.</p>	n/a

Lesson 3: Land Uses and Natural Resources

Students use maps and group discussions to explore climate and various land uses throughout California’s natural regions. They describe the climate and discuss how natural resources affect the human activities and land uses in these regions.



National Geographic Resources

- **Human Geography** student maps
- **Human Geography** wall map
- **Natural Regions** student maps
- **Natural Regions** wall map
- **Political** wall map

Additional Resources

- **California Climate Zones** student maps

Use this correlation in place of the **Procedures** on pages 62–63 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.4.4c: Consult reference materials...and determine or clarify the precise meaning of key words and phrases...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...</p>
Step 1	
Have students give specific examples of land use in their local community, for example, farming, forestry, manufacturing, and habitat protection. (<i>People grow corn, run tree farms, make computers, and plant native plants along a stream.</i>) Tell students that land is also used for other types of human activities, including transportation and recreation. Have students give specific examples of land use relating to these two types of human activities. (<i>We use land to build airports, roads, an off-road vehicle park, and swimming pools.</i>) Ask students, “What natural resources are used for these human activities?” (<i>We use water, soil, and land.</i>)	<p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (...teacher-led)...on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Tell students that they will work in groups to gather information about the locations of California’s natural regions and how people use resources and land in each of the natural regions. Remind students that the natural regions are the 11 areas (shown on the Natural Regions wall map) that they have been reading about in California Connections: California’s Natural Regions.</p> <p>Tell students that they will work with four maps to gather information. Explain that using the maps together can provide more information than any of the maps alone. Call attention to the Natural Regions, Political, and Human Geography wall maps. Explain that all three maps show the same area, but that the Natural Regions wall map gives more information about the natural features of the area while the Political and Human Geography wall maps give information about how people have settled in the area.</p> <p>Distribute a California Connections: California Natural Regions reader to each student. Using the state locator map on page 19 of California Connections: California’s Natural Regions, point to the “scrubland and chaparral” natural region. Locate an example of a scrubland and chaparral natural region near the San Diego area on the Natural Regions wall map. Then point to the same type of “scrubland and chaparral” natural region near San Diego on the Political and Human Geography wall maps. <i>(Point to the location and point to the key identifying the area as “urban.”)</i> Ask students, “Why do you think this area became urban?” <i>(It is near the ocean, so people moved there because the ocean is so important for many things like commercial fishing, recreation, and transporting goods to and from the region.)</i></p>	<p>RI.4.7: Interpret information presented visually, orally... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p>
Step 3	
<p>Take the Assignment Cards (Teacher’s Masters, page 3) for your local region from the pile. Organize students into 10 groups and give each group one of the remaining Assignment Cards. Explain to each group that they will focus on the natural region named on the card they have received. Distribute a Human Geography, Natural Regions, and California Climate Zones student map to each student. Tell students that they will use the student maps, the California Connections: California’s Natural Regions reader, and the Political wall map to:</p> <ul style="list-style-type: none"> ■ locate examples of their assigned natural region on all four maps; ■ describe the climate in the natural region; ■ identify one land use or human activity in the natural region; and, ■ identify four natural resources provided in their region that are necessary for the human activity or land use. 	<p>RI.4.7: Interpret information presented visually, orally... (in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.4: Produce clear and coherent writing... in which the development and organization are appropriate to task, purpose, and audience...</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources... paraphrase, and categorize information...</p>

Procedures	Common Core Standards and Applications
Step 3 (Continued):	
<p>Redistribute students' individual Student Workbooks. Tell them to turn to Human Activities, Climate, and Natural Resources (Student Workbook, page 5). Read over the instructions with students and explain that they should complete the chart about their assigned regions before answering the question at the bottom of the page. <i>(Note: An Answer Key and Sample Answers for Human Activities, Climate, and Natural Resources are provided on pages 66–76.)</i></p>	<p>RI.4.7: Interpret information presented visually, orally...in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience...</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources...paraphrase, and categorize information...</p>
Step 4	
<p>Give the groups 20 minutes to complete their assignment. Walk around and check that each student can identify their assigned natural region on all four maps.</p> <p>When time is up, pair each group with another group. Give them five minutes to share their completed assignments with each other. <i>(Note: If time is available, share a few of the groups' answers.)</i></p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others' ideas and expressing their own clearly.</p> <p>SL.4.4: Report on a topic or text...or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details...</p>
Step 5	
<p>Tell students to turn to People and Use of the Land (Student Workbook, page 6). Tell students to use the same resources that their group used to complete the page individually. Allow students 15 minutes to complete the task.</p>	<p>L.4.1f: Produce complete sentences...</p> <p>L.4.2a: Use correct capitalization.</p> <p>L.4.2d: Spell grade-appropriate words correctly, consulting references as needed.</p> <p>W.4.4: Produce clear and coherent writing...</p> <p>W.4.8: Recall relevant information from experiences or gather relevant information...paraphrase...information...</p>
Step 6	
<p>Gather the student maps, California Connections: California's Natural Regions readers and Assignment Cards. Collect Student Workbooks and use People and Use of the Land for assessment.</p>	<p>n/a</p>

Lesson 4: Population Density and Services

Students gather information from maps, charts, and pictures to learn about population density and services in California. They create a population map and compare services in two counties to demonstrate how urban, suburban, and rural communities vary in California.



National Geographic Resources

- **Human Geography** student maps
- **Human Geography** wall map
- **Political** wall map

Session 1

Use this correlation in place of the **Procedures** on pages 82–83 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.4.4c: Consult reference materials...to find...the precise meaning of key words and phrases...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...</p>
Step 1	
<p>Discuss the terms “population” and “population density” with students, using the Word Wall Cards. Call on ten students to stand in a group in the front of the room. Ask students, “What is the population of this group of students?” (<i>It is 10.</i>) Subdivide the group, forming two smaller groups—one consisting of two students, the other consisting of eight students. Have the group of eight students stand in Area “A” (near a door or window) and the group of two students stand in Area “B.”</p> <p>Ask students, “Which area—A or B—has the greater population density?” (<i>Area A has greater density.</i>) Ask a student in Area A to explain how Area A is different from Area B. (<i>It is more crowded. We do not have as much room.</i>) Explain that the total number of people in the classroom right now is the population of the classroom, but that population density changes according to what part of the room you are in. For example, the students in Area A are in a high density area. Ask students, “Could there be any reason why more people might want to be in Area A rather than in Area B, even if it is more crowded?” (<i>Area A is next to the door or window so it may be more attractive to some people.</i>) Have the students return to their seats.</p>	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...animations...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Tell students that the human population of California is over 36 million (36,000,000). Write the number on the board and tell students that this is more people than in any other state in the United States. Ask students, "Do you think California is a crowded state?" (<i>Answers vary depending on students' experiences.</i>) Project Urban Communities, Suburban Communities, and Rural Communities (Visual Aids #2–4). Tell students that these pictures are places in California. Ask students, "Do each of these places look crowded?" (<i>Not the rural area.</i>) Ask students, "What can you say about population density in California?" (<i>Some places in California have a higher population density than other places.</i>)</p>	<p>L.4.6: ...use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others' ideas and expressing their own clearly.</p>
Step 3	
<p>Explain that people live in either "urban," "suburban," or "rural" communities. Ask students, "Which of these areas would have the highest population density?" (<i>Urban areas</i>) "Which would have the lowest population density?" (<i>Rural areas</i>) Have students identify the type of community in which they live. (<i>Answers vary depending on where students live.</i>)</p>	<p>L.4.6: ...use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others' ideas and expressing their own clearly.</p>
Step 4	
<p>Discuss the terms "agricultural" and "undeveloped." Ask students, "Would these areas have a high or low population density?" (<i>They have low population density.</i>) Project Rural Areas and Population (Visual Aid #5). Ask students what information they can see on these two charts. (<i>Most of the land in California is rural, but most of the people do not live in rural areas.</i>)</p>	<p>L.4.6: ...use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.7: Interpret information presented visually, orally...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...</p>
Step 5	
<p>Project California's Rural Population (Visual Aid #6). Tell students that the pie chart represents all the land in California and that the dots stand for all the people living in California. Tell them that each dot stands for one million people. Write "one dot = 1,000,000 people" on the board. Point to the "rural" section of the circle, and ask students, "What does this show us about how many people live in the rural parts of California?" (<i>About 3 million people live there.</i>) Point to the "Other" section of the circle and ask students, "What do we call the places where people live that are not rural?" (<i>They are urban or suburban.</i>) Ask students, "What does this chart tell us about living in urban or suburban areas?" (<i>They are a lot more crowded than rural areas.</i>)</p>	<p>L.4.6: ...use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (...teacher-led)...building on others' ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 6	
<p>Call students' attention to the Human Geography wall map and point out the "urban" map key designation (red). Distribute a Human Geography student map to each student and tell them to identify the urban areas on the map. Ask students:</p> <ul style="list-style-type: none"> ■ Are there more urban areas in the northern or the southern part of California? (<i>There are more in the south.</i>) ■ Are there more urban areas along the coast or inland? (<i>Along the coast there are more.</i>) ■ Why do you think more urban areas are along the coast? (<i>When people first started moving to California, they wanted to live by the water to get food and to use the water for transportation. That is where many cities got started.</i>) <p>Point to Sacramento on the Human Geography wall map and explain that this city is inland but is also located on the water. Explain that Sacramento is on the Sacramento River and close to where two rivers, the Sacramento and American rivers, flow into each other, and then into the San Francisco Bay, which leads to the Pacific Ocean. Explain that people use these rivers and the bay for recreation, transportation, and industry. Remind students that Sacramento is the capital city of California and that many people living in Sacramento today work in the government services industry.</p>	<p>L.4.6: ...use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively...and explain how the information contributes to an understanding of the text...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others' ideas and expressing their own clearly.</p> <p>Suggestion: Have students complete a quickwrite to the questions and pair/share their answers to enhance Common Core connections for W.4.2 and W.4.8.</p>
Step 7	
<p>Redistribute students' individual Student Workbooks. Tell them to turn to Population Map (Student Workbook, pages 7–9). Project Population Map: Page 1 (Visual Aid #7). Read aloud the instructions and complete the row for "Sacramento" as a class. (<i>Note: An Answer Key and Sample Answers for Population Map are provided on pages 87–89.</i>) Give students 5 minutes to individually complete the rest of the table on page 1 of Population Map.</p> <p>When time is up, project Population Map: Page 2 (Visual Aid #8). Read aloud the instructions and fill in the correct population symbols in the circle for Sacramento (for example, draw 4 stars, 6 triangles and 3 dots to represent the population of 460,000 people). Give students 10 minutes to individually complete the rest of the map on page 2 of Population Map.</p> <p>When time is up, project Population Map: Page 3 (Visual Aid #9). Read aloud the instructions and have students answer the questions on page 3 of Population Map. Suggest that students use the Human Geography and Political maps for additional information. Give students 10 minutes to individually complete the rest of the questions on page 3 of Population Map.</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.4.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience...</p>

Procedures	Common Core Standards and Applications
Step 8	
<p>Leave the Political and Human Geography wall maps posted for use in Session 2.</p> <p>Collect Student Workbooks and use Population Map for assessment.</p>	n/a

Session 2

Use this correlation in place of the **Procedures** on pages 84–85 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Call students’ attention to the Industry Goods or Services Chart. Explain that labor (the work people do) and the goods and services they make and provide are part of an “industry.” Show students the What Does This Industry Provide? (Information Cards #1–6) and post them on the board. Explain that these are photographs of people working in California industries. For each information card, ask students: “What is the industry?” and “Does this industry produce a good or provide a service?” Record their answers on the Industry Goods or Services Chart. (<i>Note: Sample answers are provided on the chart below.</i>)</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p>Suggestion: <i>Project the Information Cards #1–6 and give each group their own set so they can examine the photographs as closely as they need to.</i></p>
Step 2	
<p>Tell students that today they will learn about “services” that communities provide. They will investigate two California counties to determine if the type of services varies depending on where a community is located. Project California Counties (Visual Aid #10) and point out Alameda County. Project Alameda County (Visual Aid #11) and explain that Oakland is the largest city in Alameda County. Ask students, “Is Alameda County an urban or rural area? (<i>Urban</i>)</p> <p>Project California Counties again and point out Alpine County. Project Alpine County (Visual Aid #12). Tell students that Alpine County is at the base of the Sierra Mountains and that it has many parks, hiking and horse trails, and ski resorts. Ask students, “Is Alpine County an urban or a rural area? (<i>Rural</i>)</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p>Suggestion: <i>Use think/pair/share and have students share the answers to these questions.</i></p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Project Services in Alameda and Alpine Counties (Visual Aid #13). Tell students the biggest service industries in these counties are listed on the chart. Provide students with the following information about each of the service industries so that they are aware of what is encompassed in each industry. Tell students that these service industries include both private and government services.</p> <ul style="list-style-type: none"> ■ Moving goods, energy, and waste management services: Moving goods (for example: agricultural products, equipment, oil); facilities that store goods, equipment; energy production (the utilities that make the electricity and heat that we use in our homes and businesses); waste management (treatment of water and sewage; management of solid waste in landfills) ■ Entertainment and recreation services: TV, movies, music, special places like ski resorts, state parks, amusement parks, hotels, and restaurants ■ Other business services: Banks, real estate, information services such as newspapers, food services, and science-related businesses, for example, research ■ Education and health care services: Schools, universities, hospitals, day care centers, and senior citizen facilities ■ Government services: Police department, fire department, court system, and parks departments <p>Return to the Industry Goods or Services Chart. Ask students:</p> <ul style="list-style-type: none"> ■ Which of these services do you think may be provided by private industries? (<i>Teaching, nursing, health care, food services</i>) ■ Which are provided by government industries? (<i>Firefighting, teaching</i>) 	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p>Suggestion: Use think/pair/share as students answers these questions.</p>
Step 4	
<p>Organize the class into small groups. Tell students to turn to Services in California Communities (Student Workbook, pages 10–13). Explain to them that they will discuss the data for the five major service industries and use the graph to answer questions about the service industries in the two California counties (Alameda and Alpine). Give students 20 minutes to complete Parts 1 and 2 of Services in California Communities with their group.</p>	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RI.4.7: Interpret information presented visually, orally...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p>W.4.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience...</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>When time is up, use the following questions to focus a discussion on whether types of services vary in different types of California communities. During the class discussion, have students answer the questions in Part 3 of Services in California Communities.</p> <ul style="list-style-type: none"> ■ Why are there more entertainment and recreation services in Alpine County than in Alameda County? <i>(Alpine County is a rural area. There is more undeveloped land that can be used for recreation. Alameda County is an urban area. There is not as much undeveloped land.)</i> ■ Why are there fewer businesses in Alpine County than in Alameda County? <i>(Alpine County has a smaller population. They do not need as many businesses. Alameda County has a large population. They need more business services.)</i> ■ Why are there fewer education and health care services in Alpine County than in Alameda County? <i>(Alpine County has a smaller population.)</i> ■ What government services do you think are the same in both counties? <i>(Police, fire, county government, and jobs taking care of local parks)</i> <p>Collect Student Workbooks and use Services in California Communities for assessment.</p>	<p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific...text, including what happened and why, based on specific information in the text.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p>Suggestion: Use think/pair/share or small groups for this step.</p>

Lesson 5: Regional Home Tours

Students study pictures of five different homes and identify features that reflect local natural systems. They view different styles of houses and landscaping, and they analyze how these are influenced by climate and locally produced materials in various regions of California.



National Geographic Resources

- **Human Geography** wall map
- **Natural Regions** wall map
- **Political** wall map

Use this correlation in place of the **Procedures** on pages 116–117 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.4.4c: Consult reference materials...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...</p>
Step 1	
Call attention to the windows in the classroom and ask students, “Why do most buildings have windows?” (<i>Windows let air and light in so people can see outside.</i>) Discuss the word “architecture.” Explain that windows are a part of the architecture of most buildings.	<p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
Step 2	
Project Bungalow (Visual Aid #14) and read the caption. Tell students that Pasadena is a city near Los Angeles. Point to Los Angeles on the Human Geography wall map and ask students, “Where is Los Angeles located, in the southern part or the northern part of the state?” (<i>It is in the southern part.</i>) Ask students, “What do we know about the climate in the southern part of the state?” (<i>It is usually hotter than the northern part.</i>) Point to the Natural Regions and Political wall maps and the area where Pasadena is located (northeastern edge of Los Angeles). Explain that the Arroyo Seco—a meandering stream and canyon area—is nearby, and that the house is located in such a way as to catch the breezes that flow through the arroyo. Mention that homes built in suburban and rural areas are more likely to be single story or spreading outward, rather than upward, as there is more space available around the house. Explain that buildings in urban areas are often many stories high due to the limited availability of land.	<p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Tell students that there are other things about the bungalow that were designed to match or interact with the location where it was built. Point out the following on Bungalow:</p> <ul style="list-style-type: none"> ■ wide terraces that link outdoor and indoor living ■ sleeping porches for very hot nights ■ large overhanging eaves for protection from the direct rays of the Sun 	<p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p>
Step 4	
<p>Project Conical Hut (Visual Aid #15). Read the caption aloud. Ask students, "Can you tell what materials were used to make this hut?" (<i>It seems to be made of planks of wood.</i>) Explain that this hut was made mostly from the bark of redwood or cedar trees as these materials were readily available to the early California Indians living in the northern part of California. Explain that the early California Indians used many different styles for making their dwellings, and that the style used in any one place matched the materials available in that place, as well as the climate and other physical features of the region in which they lived.</p>	<p>RI.4.7: Interpret information presented visually, orally... SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
Step 5	
<p>Project Adobe Home (Visual Aid #16). Read the caption aloud. Remind students that dwellings are designed to provide protection from the climate, whether it is hot or cold, windy or wet. Explain that Indians of the Southwest built homes of clay, rocks, and plant materials and that some people still do. Tell students that adobe homes soak up the Sun's energy during the day, while keeping the inside cool and shaded, and then radiate the heat into the rooms at night. Explain that when people build adobe homes in southern areas of California, they typically use materials from the local region and choose the adobe style because of its good match to the climate.</p>	<p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p>
Step 6	
<p>Project House on Stilts (Visual Aid #17). Read the caption aloud and tell students that Mill Valley is a community near San Francisco Bay. Ask students, "Why is this house built on stilts?" (<i>It is built on a slope and needs stilts to support it and keep it level.</i>) Tell students that this is another example of architecture reflecting the features in the place where a house was built. Explain that when houses are built on the sides of canyons where the ground slopes, the houses need to be made level. Ask students, "Why would people want to live on a canyon slope?" (<i>It is pretty. There are a lot of trees around, and there are often beautiful views.</i>)</p>	<p>RI.4.7: Interpret information presented visually, orally... SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>

Procedures	Common Core Standards and Applications
Step 7	
<p>Project Hollyhock House (Visual Aid #18). Read the caption aloud and explain that this is a concrete block house. Tell students that the blocks used for making this house act as an insulator—they keep out heat in the summer and hold it in during the winter, just like the adobe homes do. Explain that many homes are insulated in some way to decrease the energy demands of heating and cooling systems. Give students a few examples: using double-pane windows and using fiberglass or foam material between the walls and in the attic. Explain that the fiberglass and foam help to keep the heat in the buildings during the winter and to keep the heat from entering the building during the summer. Tell students that concrete blocks work well as insulators in the dry, temperate climate around Los Angeles but would not work well in other places that get very cold.</p>	<p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p>
Step 8	
<p>Point out the terraces on the Hollyhock House and explain that one thing the architect had in mind with this design was bringing outdoor and indoor living spaces closer together. Explain how the architect did this through the use and placement of windows looking into gardens and yards, and by including patios, balconies, and terraces. Explain that this idea of linking indoor and outdoor living works especially well in a temperate climate—the kind of climate around Los Angeles.</p>	<p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p>
Step 9	
<p>Project Solar Panels (Visual Aid #19) and read the caption aloud. Explain that solar panels are used to collect energy from the Sun and that this is then converted into electricity. Ask students, “Where do you think solar panels would work best—in the foggy redwood forests of northern California or in the low desert area of Southern California?” (<i>It seems they would be best in the low desert area of Southern California.</i>) “Why?” (<i>There are more sunny days in Southern California; houses get more sunshine.</i>) Explain that while solar panels work best in places with lots of sunshine, they can also be used in other parts of California that do not get as much sunlight.</p>	<p>RI.4.7: Interpret information presented visually, orally...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
Step 10	
<p>Redistribute students’ individual Student Workbooks. Tell them to turn to Home Tours (Student Workbook, pages 14–17). Pair students and tell them to complete pages 1 and 2 of Home Tours and give them 10 minutes to complete this task. When time is up, project Home Tours (Visual Aids #20–23); uncover one question at a time and discuss the correct answers with students.</p>	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing...</p> <p>L.4.2: Demonstrate command of...capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RI.4.7: Interpret information presented visually, orally...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p>W.4.4: Produce clear and coherent writing...</p>

Procedures	Common Core Standards and Applications
Step 11	
Give students 10 minutes to work independently to complete pages 3 and 4 of Home Tours .	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage...</p> <p>L.4.2: Demonstrate command of...capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RI.4.7: Interpret information presented visually, orally...</p> <p>W.4.4: Produce clear and coherent writing...</p>
Step 12	
Collect Student Workbooks and use Home Tours for assessment.	n/a

Lesson 6: Transportation in California

Students study pictures of transportation systems used in various California communities and analyze how these systems are influenced by local natural systems. Students use maps to identify transportation-related opportunities and challenges presented by natural systems in different parts of California.



National Geographic Resources

- **Human Geography** wall map
- **Political** wall map

Use this correlation in place of the **Procedures** on pages 138–139 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.4.4c: Consult reference materials (e.g., dictionaries...)...</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...</p>
Step 1	
On the Human Geography and Political wall maps, point out the path of Interstate 5 running the entire length of California. Explain that I-5 is one of the busiest highways in California. Ask students, “Why do you think I-5 became such a busy highway?” (<i>It goes the whole length of California. It connects many cities in California.</i>) Explain that I-5 was a trail before it became a highway and that now it is a major part of the transportation system in California. Ask a student volunteer to point out (on the Human Geography or Political wall map) the major cities along I-5 (Cities include: Redding, Sacramento, Los Angeles, Santa Ana, and San Diego). Have another student point out some of the other major cities on the maps (Cities include: San Francisco, Monterey, San Luis Obispo, Santa Barbara, and Palm Springs). Show how these cities are connected by other highways to I-5. Explain that all these roads are part of the transportation system in California. Point out other parts of the California transportation system shown on the Political wall map (for example, ferry routes, international airports, railroad tracks, ports). Explain that other things not shown are also part of the transportation system, including bus stops, hiking and biking trails, and bridges.	<p>RI.4.7: Interpret information presented visually, orally... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
Step 2	
Ask students, “How are the words ‘barge,’ ‘cable car,’ ‘ferryboat,’ and ‘wagon train’ related?” (<i>They are all ways of moving people and things. They are all a part of a transportation system.</i>)	RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...

Procedures	Common Core Standards and Applications
Step 3	
<p>Tell students they will learn more about different kinds of transportation in California in the past and in the present. Tell them that during this activity, they will focus on how natural features in different parts of the state present both challenges and opportunities for moving people and goods from one place to another. Write the words “challenges” and “opportunities” on the board and invite students to share ideas about what these words mean and how a natural feature, such as a river or wind, could be a challenge or an opportunity for transportation. (<i>A challenge makes something hard. A snowstorm could be a challenge for transportation. An opportunity could make something easier. If you lived close to a river, you could use a boat for transportation. The water presents an opportunity.</i>)</p>	<p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases...</p>
Step 4	
<p>Organize students into five groups. Redistribute students’ individual Student Workbooks. Assign each group one of the five readings and tell them to turn to the appropriate section: Highways Through the Mountains (Student Workbook, pages 18–19), Transportation Routes (Student Workbook, pages 20–21), San Francisco 100 Years Ago (Student Workbook, pages 22–23), San Francisco Today (Student Workbook, pages 24–25), or Lake Tahoe Wagon Road (Student Workbook, pages 26–27).</p> <p>Direct students to read and study the maps and/or photographs on the first page of their assigned reading. Tell them that when they have finished reading, they should turn to page 2 and answer the questions. Allow the groups 10 minutes to work on this task.</p>	<p>L.4.1: Demonstrate command of...English grammar and usage when writing or speaking.</p> <p>L.4.2: Demonstrate command of...capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Explain events...including what happened and why, based on specific information in the text.</p> <p>RI.4.7: Interpret information presented visually, orally...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually... and orally.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4: Produce clear and coherent writing...</p>
Step 5	
<p>When time is up, one by one, project Highway Through the Mountains, Transportation Routes, San Francisco 100 Years Ago, San Francisco Today, and Lake Tahoe Wagon Road (Visual Aids #24–28) which correspond to each reading. As you do so, have each group briefly share their answers with the rest of the class. (<i>Note: An Answer Key and Sample Answers for Highway Through Mountains, Transportation Routes, San Francisco 100 Years Ago, San Francisco Today, and Lake Tahoe Wagon Road are provided on pages 142–151.</i>)</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p>SL.4.4: Report on a topic or text...or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details...</p>

Procedures	Common Core Standards and Applications
Step 6	
<p>Tell students to turn to Transportation in California (Student Workbook, page 28). Give them 10 minutes to individually complete Transportation in California.</p>	<p>L.4.1: Demonstrate command of...grammar...</p> <p>L.4.2: Demonstrate command of...capitalization, punctuation, and spelling when writing.</p> <p>RI.4.1: Refer to details and examples in a text...</p> <p>RI.4.3: Explain events...including what happened and why, based on specific information in the text.</p> <p>RI.4.7: Interpret information presented visually, orally...</p> <p>W.4.4: Produce clear and coherent writing...</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Step 7	
<p>Collect Student Workbooks and use Transportation in California for assessment.</p>	n/a

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- **L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Use correct capitalization.
 - d) Spell grade-appropriate words correctly, consulting references as needed.
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**
- **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Reading Standards for Informational Text

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.3:** 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.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4–6 for additional expectations.) CA**
- **RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Speaking and Listening Standards

- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.4:** 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.
- **SL.4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Writing Standards

- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.4:** Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA**
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.