

# Elementary Curriculum Handbook

**A Publication of the Simsbury Public Schools**

Revised August 2021

**Grade 4**

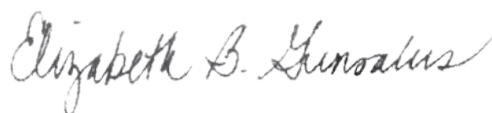
Dear Parent/Guardian,

The *Elementary Curriculum Handbook* presents an overview of each subject and reflects the district's commitment to equity for every student, defining the expectations for achievement and providing a description of the curriculum at each grade level.

Simsbury Public Schools implements a standards-based curriculum that builds students' competencies of our Vision of a Graduate (VoG). The curriculum incorporates sequential instruction, enduring ideas, and discrete skills that students should know and be able to do by the end of each grade. Learning encompasses students' cultures, languages, and life experiences. Teachers use student work and a variety of assessments to individualize instruction and guide decisions to maximize student learning.

This curriculum handbook is one of the many ways the Simsbury Public Schools supports communication between home and school. We hope that the information will enhance your understanding of the elementary school curriculum and will enrich your role as an active participant in your child's education.

Sincerely,

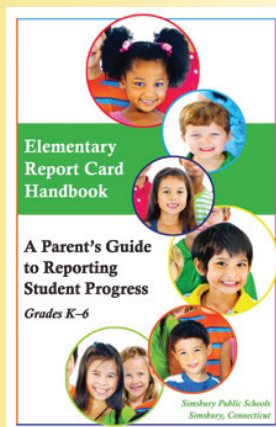
A handwritten signature in cursive script that reads "Elizabeth B. Gunsalus".

Betsy Gunsalus  
Director of Elementary Curriculum  
and Student Assessment

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## Elementary report cards



**Click on the above image to view a pdf of the file.**  
**Sample report cards are available via the grade level sections in this book.**

## Formal assessments (K-6)

Assessment	K	1	2	3	4	5	6
NGSS						X	
STAR Reading & Math			X	X	X	X	X
SBAC				X	X	X	X

## What Is Assessment?

Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and summative assessments.

### Why do we need assessments?

- to help educators set standards
- to create instructional goals
- to motivate performance
- to provide feedback to students
- to evaluate progress
- to communicate progress to others

### How do we use universal assessments?

- to use as diagnostic screenings prior to instruction
- to inform teaching and learning
- to help identify students who might benefit from extra support (*see graphic at left*)

### How do we use informal assessments?

- to assess student performance every day, integrating assessment and instruction continually

#### Informal assessment occurs when teachers:

- observe students working
- write anecdotal notes that describe learning behaviors
- hold reading and writing conferences to record student strengths and weaknesses
- analyze projects, portfolios, and notebooks

### How do we use formal assessments?

- to provide an academic measure of knowledge, concepts, and skills
- to adjust instructional goals and practices

### How do we use summative assessments?

- to determine achievement levels for meeting learning standards
- to give teachers and parents/guardians a better picture of where students are succeeding



## What Is the Simsbury Language Arts Program?

- a series of developmentally appropriate units, based on the work of the Teachers College Reading and Writing Program, which align with national and state standards for reading, writing, language, and speaking and listening
- a comprehensive language arts program, aligned with the Connecticut Core Standards, which provides a continuum of reading and writing skills and strategies across the grades that appropriately challenges all students, highlighting the essential concepts and skills that will make students effective, independent readers, writers, speakers, and listeners
- a structured curriculum that balances the components of literacy and fosters the integration and transfer of learned strategies and skills for all students across multiple genres and subjects

## What makes this program unique?

- Students play an active role in their learning: choosing writing topics, selecting books for independent reading, reflecting on their work, and discussing their ideas with others.
- Students' academic needs drive instruction; teachers use whole-class instruction, small groups, and individual conferences so that all students experience academic success.
- Students develop an appreciation of different points of view through book conversations with partners or in book clubs with other students.
- The learning environment fosters risk taking and expands students' knowledge of literature, nonfiction, and writing through specific units of study.
- The program builds confidence in readers, writers, speakers, and listeners through productive and interactive activities.

## What happens in the classroom?

- Students read books that correspond to their instructional reading level, participating in class discussions, book conversations, and structured book clubs in order to deepen comprehension.
- Students read a variety of genres, including fiction and nonfiction reading selections, reflecting a diversity of authors and genres with a balance of classic and contemporary works.
- Students cycle through the writing process, generating ideas, planning new pieces, drafting, revising, and editing across various genres of writing that include narrative, informational, and opinion units.
- Students share and celebrate their written work with authentic audiences.
- Students confer with both teachers and peers about their reading and writing.
- Students participate in conversations about their reading and writing lives in order to gain ideas from each other and set learning goals for themselves.



## Language Arts Philosophy Statement

*The Simsbury Public Schools believes that a strong language arts curriculum provides explicit instruction in reading, writing, speaking, listening, and language skills. Our K-12 program prepares students to comprehend and communicate effectively, in order to understand themselves, others, and their society.*

The elements of the Simsbury Public Schools' comprehensive language arts program include:

- instruction to develop proficient readers who understand, interpret, evaluate and appreciate texts;
- opportunities for student choice and collaboration to meet a variety of needs and interests;
- fiction and nonfiction texts, both rigorous and accessible, that reflect diversity of authors and genres and that balance classic and contemporary works;
- authentic tasks and activities that are challenging and have personal value to students;
- a variety of technological and informational resources as a means for collecting and communicating information to meet the demands of our ever-changing society;
- assessments that are frequent and varied, and are used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of

their own learning; and

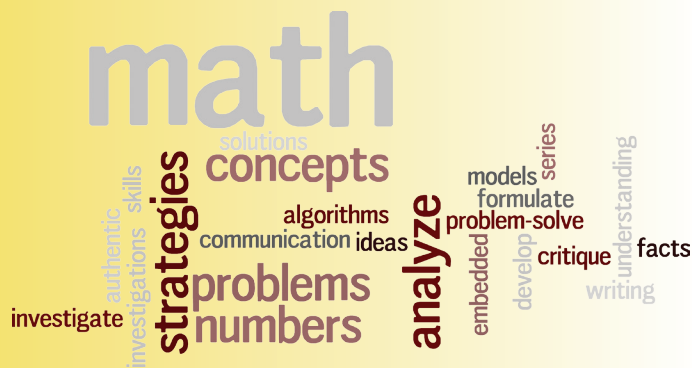
- a commitment to providing ongoing professional development opportunities to support teacher knowledge of best practices related to curriculum, instruction, and student achievement.

**By the end of grade 12, all students will be able to:**

- read and respond to a variety of authors, texts and genres, including theatre, film, and art;
- apply strategies and skills to enhance their understanding of multiple types of text;
- develop and communicate informed opinions and arguments through interpreting and evaluating various texts;
- recognize that readers and authors are influenced by individual, social, cultural, and historical contexts;
- appreciate the influence that contemporary and classical authors have on human thought;
- use the traits of writing to communicate effectively for a specific purpose and audience;
- contribute, respond to, and develop what others have said in conversations and discussions;
- write and speak in acceptable standard English; and
- transfer literacy skills across multiple content areas.

- Teachers structure and manage reading and writing workshops so that students receive grade-level skill and strategy instruction, with adequate time for practicing these new skills.
- Teachers provide direct, explicit strategy instruction to develop proficient readers and writers who understand, interpret, evaluate, appreciate, and create texts.

- Teachers provide authentic tasks and activities that are challenging and engaging to students.
- Teachers provide a variety of technological and informational resources as a means for collecting, viewing, and communicating information to meet the demands of our ever-changing society.
- Teachers read aloud and model how to actively use comprehension strategies to demonstrate what proficient readers do.



## What Is the Simsbury Mathematics Program?

- a comprehensive K-8 nationally recognized mathematics program, *Math in Focus*, aligned with the Connecticut Core Standards, in which important mathematical concepts are embedded in authentic, real-world problems

## What makes this program unique?

- Students work collaboratively to grapple with problems and develop mathematical ideas.
- Students solve problems, construct arguments, and share their thinking, strategies, and solutions with others.
- Students use mathematical language to communicate their thinking through dialogue and in writing and use mathematical tools to enhance their understanding and communication.
- Students build fact fluency and other foundational skills, including the use of US algorithms, to solve more sophisticated mathematical problems and make connections with other mathematical ideas.
- Students develop flexibility and confidence in investigating mathematical concepts, persevering to solve problems, and attending to precision.
- Students analyze and solve problems which emphasize depth in mathematical thinking rather than surface exposure to a series of fragmented topics.

## What happens in the classroom?

- Students explore mathematics using concrete, pictorial, and abstract representations to develop a deep understanding of mathematical concepts.
- Students learn a variety of problem solving strategies, including model-drawing, to solve real world problems.
- Students develop a positive mathematical mindset, emphasizing the importance of attitude and habits of mind to achieve success in math.
- Students work in groups, pairs, or individually to engage and/or reason about mathematical ideas.
- Teachers differentiate instruction for students based on learning styles, and/or depth of understanding of the concept.

## Mathematics Philosophy Statement

*The Simsbury Public Schools believes that a strong mathematics program develops lifelong critical thinkers and learners whose confidence and interest in mathematics will promote college and career readiness. The program guarantees every student a rigorous, coherent, and focused standards-based curriculum where conceptual understanding and acquisition of basic skills serve as the foundation for complex problem solving and critical thinking. Using the Connecticut Core Standards as a foundation, the Simsbury Public Schools believes that all students will attain the mathematical knowledge necessary to persevere as they reason through problems, communicate their thinking, and justify their conclusions.*

The elements of the Simsbury Public Schools' mathematics program include:

- opportunities to build towards an increasingly deep and complex understanding of important mathematical ideas;
  - opportunities for students to make connections among mathematical topics and ideas;
  - experiences with a wealth of complex problems and real world situations that can be solved numerous ways;
  - tasks that cover a range of difficulty and complexity;
  - experiences that draw on and relate to students' personal experiences and knowledge;
  - opportunities for students to see connections between multiple representations: e.g., the story, the table, the graph, and the equation;
  - opportunities for student collaboration and differentiated instruction to meet a variety of needs;
  - time for students to reflect on their own thinking and learning and to communicate their ideas orally and in writing;
  - opportunities for students to develop both computational proficiency and to build problem-solving skills;
- a commitment to providing ongoing professional development opportunities to support teacher knowledge of best practices related to curriculum, instruction, and student achievement.

### **By the end of grade 12, all students will be able to:**

- make sense of problems and persevere in solving them;
- discuss, explain, and demonstrate understanding of a mathematical situation in multiple ways;
- analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments and justifying mathematical ideas, as well as evaluating the reasoning of others;
- select and use a variety of models, tools, symbolic representations, and technology to solve mathematical problems and to communicate ideas orally and in written form;
- use mathematical skills and concepts with proficiency and confidence, while attending to precision;
- transfer mathematical skills across multiple content areas;
- identify and use connections within mathematics to identify interrelationships and equivalent representations (numeric, verbal, visual, etc.) to construct mathematical models, and to investigate and appreciate mathematical structure; and
- use mathematical skills and concepts to make and justify decisions and predictions, to identify patterns and trends, to pose questions from data and situations, and to formulate and solve problems.





## What Is the Simsbury Science Program?

- a combination of teacher created and published science units that emphasize content knowledge and inquiry skills while providing opportunities for critical thinking and hands-on learning
- units of study and experience that relate to themes of life science, earth science, and physical science, as well as science and technology in society
- a curriculum that aligns with and expands upon the standards outlined by national and state frameworks

## What makes this program unique?

- Students have the opportunity to interact directly with materials in a hands-on approach to learning.
- Students learn in an environment where they can act like scientists.
- Teachers encourage students to question, analyze, explain, and interpret scientific phenomena and processes.
- The elementary science curriculum provides a strong foundation of science and engineering concepts.

## What happens in the classroom?

- Students explore, ask questions, make observations, design investigations, propose solutions, and communicate their findings using a variety of methods.
- Students develop a scientific vocabulary and begin to talk like scientists.
- Students learn to use research skills and technology to access relevant information.
- Teachers create an environment that fosters students' natural curiosity and guides them through the process of inquiry.

## Science Philosophy Statement

*The Simsbury Public Schools believes that a strong science education program promotes student understanding of the natural and human built worlds. The curriculum provides opportunities for students to engage in scientific and engineering practices within core content areas so that students become competent problem solvers, capable of making informed and logical judgments using sound, scientific principles as citizens of the world.*

The elements of the Simsbury Public Schools' Science program include:

- opportunities to master a core sequence of science study based on the state standards that cover four major domains: physical sciences; life sciences; earth and space sciences; and engineering, technology and applications of science;
- opportunities to develop science literacy and inquiry skills by using a variety of books, resources, and hands-on experiences;
- authentic learning tasks and assessments that connect to real world problems and topics that are relevant to students;
- learning environments that provide opportunities to work individually, collaborate in small groups, and work as a class to speculate, investigate, discuss, question, observe, collect data, and debate conclusions;
- technology that is integrated throughout the program to enhance learning and support investigations;
- to the extent possible, meaningful opportunities to interact with a wide range of science professionals for the purpose of enriching the classroom experience and for exploring and inspiring possible career pursuits; and
- a wide variety of science elective opportunities at the high school level allowing students to explore personal scientific and career interests.

### **By the end of grade 12, all students will be able to:**

- acquire new knowledge and continually deepen understanding of core science and engineering concepts;
- apply scientific literacy skills in order to research, understand, and communicate major science concepts and theories;
- construct explanations and design solutions through scientific exploration, formulating hypotheses, designing experiments, analyzing data, and drawing conclusions;
- make claims and argue their validity based on the analysis of data and other available evidence;
- build models and theories about the world, design prototypes, and build systems to solve problems;
- apply mathematical concepts to enhance scientific reasoning; and
- understand the possibilities and limitations of science and technology in order to make informed decisions.



- ## What makes this program unique?

- ## What happens in the classroom?

- Students read a collection of primary and secondary sources and nonfiction texts to build knowledge of each unit.
- Students work collaboratively to understand the impact of the unifying theme.
- Students discuss, debate, write persuasively, and conduct research.
- Teachers use multiple texts, media, and technology to explore concepts in each unit.
- Teachers facilitate student thinking by asking probing questions that examine the enduring understandings.
- Teachers use a variety of instructional strategies to meet the needs of individual students.

## Social Studies Philosophy Statement

*The Simsbury Public Schools believes that a strong social studies program develops all students' capacities to know, analyze, explain, and argue within the disciplines of history, geography, civics, economics, and behavioral sciences. A balanced repertoire of content and skills, focusing on rights and responsibilities, interdependence, authority, conflict, and uniqueness of place, develops global citizens who are equipped with the critical thinking, problem solving, collaboration, and communication skills necessary for the 21st century workplace, as well as for civic and economic responsibility.*

The elements of the Simsbury Public Schools' comprehensive social studies program include:

- integration of literacy and communication skills within the content and units;
- independent and collaborative learning opportunities that promote an understanding of how to acquire, integrate, and apply knowledge;
- authentic tasks and activities that engage, challenge, and have personal value to students;
- assessments that are frequent, varied, and used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of their own learning;
- multiple opportunities for students to write in argumentative and informational genres;
- texts from primary and secondary sources that are rigorous and accessible, reflect diversity of authors and sources, and develop students' awareness of the biases that exist inherently in all documents; and
- a variety of technological and informational resources as a means for collecting, creating, and communicating information to meet the demands of our ever-changing society.

**By the end of grade 12, all students will be able to:**

***Through Inquiry:***

- analyze patterns, connections, causes, and

effects in order to strengthen inquiry, literacy, communication, and action; and

- develop meaningful questions to deepen content knowledge through independent research, allowing students to take action as informed citizens.

***Within the discipline of history:***

- demonstrate knowledge of the structure of United States and world history to understand life and events in the past and how they relate to students' own life experiences; and
- analyze the historical roots and current complexity of international relations and globalization in an increasingly interdependent world.

***Within the discipline of geography:***

- integrate geographic knowledge, skills, and concepts to understand human behavior in relation to the physical and cultural environment.

***Within the discipline of civics:***

- explain how people create rules and laws to preserve the delicate balance between individual rights and societal needs; and
- evaluate how ideas, principles, and practices of citizenship have emerged and are maintained over time and across cultures.

***Within the discipline of economics:***

- explain how people organize systems for the production, distribution, and consumption of goods and services.

***Within the disciplines of other key social sciences:***

- apply concepts from the study of history, culture, economics, and government to form an understanding of the interrelationships between science, technology, and society;
- describe how the study of individual development and identity contributes to the understanding of human behavior; and
- demonstrate an understanding of the concept of culture and how gender, race, ethnicity, and socio-economic class influence personal perspectives.

# Grade 4 Language Arts

## Elementary Report Cards



Grade 4



Grade 4

Art, Music, PE

Click buttons above to download sample report cards (PDF format).

## What is the Simsbury Language Arts Program?

The Simsbury Language Arts Program is a balanced approach to literacy instruction, fostering the integration and transfer of strategies and skills across multiple genres and subjects. Inspired by the ongoing research of Teachers College Reading and Writing Project, teachers provide daily reading and writing experiences.

In reading, students participate in varied instruction, read alouds, and practices that include: teacher-led minilessons, small group instruction, individual conferences, and independent reading/book clubs. Within specific units, students select independent books of various genres; choice, differentiation, and student engagement are hallmarks in every classroom.

Our writing workshops emphasize independence and repertoire, as students generate ideas, plan, draft, revise, and edit written pieces. With a balance of writing genres, our curriculum develops six traits of writing: focus, organization, fluency, elaboration, voice, and conventions.

## READING

Unit of Study	In this unit students will...
<b>Interpreting Characters</b>	<ul style="list-style-type: none"> <li>• read with deep engagement to grow ideas about characters based on their thoughts, words, and actions</li> <li>• identify character traits and support with text evidence</li> <li>• identify character change and the cause or reason for the change</li> <li>• build substantial ideas that are grounded in text evidence</li> <li>• develop interpretations that are supported across the whole text</li> <li>• develop and revise theories about characters</li> <li>• identify themes in texts</li> </ul>
<b>Reading the Weather/Reading the World Nonfiction</b>	<ul style="list-style-type: none"> <li>• determine main ideas and supporting details</li> <li>• summarize texts</li> <li>• identify nonfiction text structures</li> <li>• figure out the meaning of unknown words</li> <li>• synthesize information across texts</li> </ul>

## READING

Unit of Study	<i>In this unit students will...</i>
<b>Historical Fiction Book Clubs</b>	<ul style="list-style-type: none"> <li>• develop ideas about characters, settings, and time periods that are grounded in text evidence</li> <li>• determine themes in and across texts</li> <li>• grow critical ideas about power and perspective</li> <li>• strengthen book club conversations and writing about reading skills</li> <li>• synthesize information to develop theories about historical time periods</li> <li>• use vocabulary specific to the genre and time periods</li> <li>• determine importance, synthesize, and think critically across texts</li> </ul>
<b>Social Issues Book Clubs</b>	<ul style="list-style-type: none"> <li>• read and discuss chapter books with strong characters that deal with familiar issues</li> <li>• identify common social issues in society</li> <li>• analyze the interrelationships among primary and secondary characters</li> <li>• talk with peers about the social issues focusing on characters' feelings and the problems they face</li> <li>• revise and extend thinking through conversations</li> <li>• develop opinions about social issues</li> </ul>
<b>Author Study: Reading Like a Fan</b>	<ul style="list-style-type: none"> <li>• read multiple books by one author to study the author's work and style</li> <li>• analyze author's craft and explain the purpose of the craft techniques used</li> <li>• identify and analyze themes and life lessons in the author's books</li> <li>• notice similarities and differences across the author's books</li> <li>• discuss ideas with peers about characters, story elements, author's craft, and themes</li> </ul>

Fourth-grade students experience priority writing units in the three core genres: narrative, information, and opinion. Additional units may be taught as time permits, and writing will be integrated into other content areas so that students have opportunities to practice and develop their skills.

In all three units, students learn to generate ideas, plan the structure of their piece, and then develop their ideas through drafting and revision. Conventions, spelling, and grammar are taught explicitly and reinforced as students write.

## WRITING

Unit of Study	<i>In this unit students will...</i>
<b>Launching Writing Workshop</b>	<ul style="list-style-type: none"> <li>• implement the structures, rituals, and routines of writing workshop</li> <li>• recognize the importance of writing in their lives and the lives of others</li> <li>• recall and apply previous learning and knowledge about writing</li> <li>• share important elements of identity through writing various types of texts</li> </ul>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>• implement the structures, rituals, and routines of the workshop</li> <li>• create a writer's notebook</li> <li>• implement strategies for finding topics</li> <li>• focus stories on small moments</li> <li>• understand and develop the important parts of stories</li> <li>• add details and information to elaborate</li> <li>• develop tension within stories</li> </ul>
<b>Information Writing</b>	<ul style="list-style-type: none"> <li>• identify and develop areas of expertise and develop questions to extend knowledge through research and exploration</li> <li>• write informative/explanatory texts that convey ideas and information</li> <li>• incorporate independent thinking with newly learned facts, details, and research</li> <li>• identify and attend to audience, using content-specific vocabulary and a teaching tone</li> </ul>
<b>Research-Based Essay</b>	<ul style="list-style-type: none"> <li>• write opinion essays on debatable topics supporting a point of view with reasons</li> <li>• engage in research, integrating the information from a variety of resources</li> <li>• organize information into reasons with evidence that supports the overall claim</li> <li>• use transitional language within paragraphs</li> </ul>



# Grade 4 Mathematics

## Elementary Report Cards



Grade 4



Grade 4

Art, Music, PE

Click buttons above to download sample report cards (PDF format).

## What is the Simsbury Grade 4 Mathematics Program?

### *In fourth grade...*

Students will use addition, subtraction, multiplication and division to solve real world problems, including those involving measurement of volume, mass, and time. They will continue to build their understanding of fractions – learning how to add and subtract fractions, and how to multiply fractions by whole numbers. They will also begin to develop an understanding about the relationship between fractions and decimals. The chart below provides an overview of the broad areas of mathematics students will be studying in fourth grade. In addition to these broad concepts, instruction in discrete math skills will be provided as well.

Areas of Focus	Students will...
<b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>Estimation and Number Theory</li> <li>Whole Number Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>solve multi-step problems involving four operations (addition, subtraction, multiplication, and division)</li> <li>generate and analyze patterns</li> </ul>
<b>Number and Operations – Base Ten</b> <ul style="list-style-type: none"> <li>Working with Whole Numbers</li> <li>Whole Number Multiplication and Division</li> <li>Decimals</li> <li>Adding and Subtracting Decimals</li> </ul>	<ul style="list-style-type: none"> <li>read, write, and compare multi-digit whole numbers</li> <li>add and subtract whole numbers using the standard algorithm</li> <li>multi-digit multiplication and division</li> <li>understand decimal notation and extend decimal understanding to compare, add, and subtract decimals</li> </ul>
<b>Number and Operations – Fractions</b> <ul style="list-style-type: none"> <li>Fractions and Mixed Numbers</li> </ul>	<ul style="list-style-type: none"> <li>extend understanding of fraction equivalence, comparisons, and operations using fractions and mixed numbers</li> </ul>
<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>Angles</li> <li>Area and Perimeter</li> <li>Conversion of Measurements</li> </ul>	<ul style="list-style-type: none"> <li>understand the concept of angles and measure angles</li> <li>measure area and perimeter</li> <li>solve problems involving real-world measurements and conversion of measurements</li> </ul>
<b>Geometry</b> <ul style="list-style-type: none"> <li>Perpendicular and Parallel Line Segments</li> <li>Squares and Rectangles</li> <li>Symmetry</li> </ul>	<ul style="list-style-type: none"> <li>draw and identify the attributes of two-dimensional shapes</li> </ul>

# Grade 4 Science

## Elementary Report Cards



Grade 4



Grade 4

Art, Music, PE

Click buttons above to download sample  
report cards (PDF format).

## What is the Simsbury Grade 4 Science Program?

*In fourth grade...*

Students study the scientific systems and processes that shape the earth. Through inquiry and investigations, they learn about how the earth was formed and continues to change. In addition to the units of study, students have opportunities throughout the year to investigate and learn about scientific concepts through reading, videos, and activities that build their abilities to:

- make observations and ask questions
- find information from a variety of sources
- design and conduct investigations
- collect, analyze, and interpret data
- propose and test solutions
- communicate findings
- use measurement tools, mathematics, and technology

Unit of Study	In this unit students will...
<b>Earth's Systems: Processes that Shape the Earth</b>	<ul style="list-style-type: none"><li>• identify patterns in rock formations and fossils to explain changes to a landscape over time</li><li>• observe the effects of weathering and erosion caused by water, ice, wind, and vegetation</li><li>• provide evidence that the speed of an object is related to the energy of that object, and that when objects collide there is a change in their energy</li><li>• design solutions to reduce the impact of natural Earth processes on humans</li></ul>

# Grade 4 Social Studies

## Elementary Report Cards



Grade 4



Grade 4

Art, Music, PE

Click buttons above to download sample report cards (PDF format).

## What is the Simsbury Grade 4 Social Studies Program?

### *In fourth grade...*

Students investigate and explore the geography of regions throughout the United States. Through a variety of activities and experiences, they will learn that where people live impacts how people live. They will also analyze how key events and people impact the development of a place. The integration of social studies with reading, writing, speaking, and listening will allow students to continue to learn how to integrate information and ask questions in order to deepen their learning.

Unit of Study	<i>In this unit students will...</i>
<b>United States Geography</b>	<ul style="list-style-type: none"> <li>• learn how maps and globes help us to understand geography and how it impacts human movement and economy</li> <li>• recognize concepts including geographic features and man-made features, political map, physical map, and population map</li> <li>• compare and contrast different map types including physical, political, and population</li> </ul>
<b>Elements of Culture in the United States</b>	<ul style="list-style-type: none"> <li>• compare and contrast states and regions in terms of cultural make-up and the historical reasons for it</li> <li>• identify specific ways that geography impacts art, food, and music of regions across the United States</li> <li>• plan and create trips and tours, attending to distance, ease of travel, and points of interest</li> </ul>

**If you have any questions on the material  
contained in this handbook, please contact:**

**Elementary Curriculum Center  
(860) 658-3897**

**Director of Elementary Curriculum and Student Assessment  
Betsy Gunsalus, [bgunsalus@simsburyschools.net](mailto:bgunsalus@simsburyschools.net)**