

**Domain-Based Unit Overview**

**Title of Domain: World Mountains, Grade 4**

**Learning Time: 5 days**

**Big Idea**

*Maps provide a scaled-down version of the features of Earth, as well as a system for location those features. World mountains and mountain ranges influence the weather and the lives and activities of both animals and humans. (CKHG, p.81)*

**What Students Need to Learn (CK Handbook, p.90)**

- Locate and describe major mountain ranges by continent:
  - South America: Andes
  - North America: Rockies and Appalachians
  - Asia: Himalayas and Urals
  - Africa: Atlas Mountains
  - Europe: Mont Blanc
  - Africa: Kilimanjaro
- Locate and describe high mountains of the world by continent:
  - Asia: Everest
  - North America: McKinley
  - South America: Aconcagua
  - Europe: Mont Blanc
  - Africa: Kilimanjaro

**MN Academic Standards**

- Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information (4.3.1.1.1)
- Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico. (4.3.1.1.2)
- Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico. (4.3.1.2.1)

**Pre-Assessment**

- Give students a map before lesson 1
  - Find specific mountain ranges
  - Find specific data from maps to answer questions

**Domain Lesson 1**

Introducing Mountains (CKHG, p.93), 1 day

<b>MN Academic Standards</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● I can explain how mountains are formed</li> <li>● I can describe why mountains are important</li> <li>● I can identify the continents for the following mountain ranges: Andes, Rockies, Appalachians, Alaskan, Himalayas, Urals, Alps, Caucasus and Atlas</li> <li>● I can identify the continents for the following high mountain: Mount Everest, Denali, Mount Aconcagua, Mont Blanc, Mount Elbrus, and Mount Kilimanjaro</li> </ul>
<b>Vocabulary</b>	Mineral, barrier, weathering, plate, magma, lava, extinct, elevation, erosion, equator
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Have students review the <i>World Mountains</i> Student Reader, including locating the Table of Contents</li> <li>● Invite volunteers to name mountains and mountain ranges they have heard of.</li> <li>● Read aloud Chapter 1 “Introducing Mountains” from <i>World Mountains</i> Student Reader (Either students or teacher reads)</li> <li>● Ask students to answer objective question, “How are mountains formed?” on paper</li> <li>● Ask students to choose one of the Core Vocabulary words and write a sentence using the word</li> <li>● Complete “Cool Facts About World Mountains” <ul style="list-style-type: none"> <li>○ Distribute AP 1.1 and 1.2</li> </ul> </li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	Mountain Animals (CKHG, p. 101), 1 day
<b>MN Academic Standards</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● I can explain how animals survive in the mountains</li> <li>● I can describe the different animals that live on mountains in different parts of the world</li> </ul>
<b>Vocabulary</b>	Surefooted, survive, hibernate, myth
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Ask students to look at several images of mountains from the text. Ask students to name words that describe conditions on mountains.</li> <li>● Read aloud Chapter 2 “Mountain Animals” from <i>World Mountains</i> Student Reader (Either students or teacher reads) <ul style="list-style-type: none"> <li>○ Distribute AP 1.1, 1.2 and 1.3</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Ask students to answer objective question, “How do animals survive in the mountains?” on paper</li> <li>• Ask students to choose one of the Core Vocabulary words and write a sentence using the word</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 3</b>	Mountains as Barriers (CKHG, p.105), 1 day
<b>MN Academic Standards</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• I can explain how mountains have acted as barriers</li> <li>• I can understand the physical and social effects on a mountain</li> </ul>
<b>Vocabulary</b>	Pass, tunnel, gap, wagon train, plateau
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Have students look back at the images of Denali (pages 58–59) and Mount Everest (page 64) in Chapter 1</li> <li>• Ask students to point out details in the images that serve as barriers.</li> <li>• Read aloud Chapter 3 “Mountains as Barriers” from <i>World Mountains</i> Student Reader (Either students or teacher reads) <ul style="list-style-type: none"> <li>○ Add more details to AP 1.1</li> </ul> </li> <li>• Ask students to answer objective question, “How have mountains acted as barriers?” on paper</li> <li>• Ask students to choose one of the Core Vocabulary words and write a sentence using the word</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	Making the Most of Mountains (p.110), 2 days
<b>MN Academic Standards</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• I can explain how people benefit from mountains</li> <li>• I can identify the natural resources provided by mountains</li> <li>• I can understand the types of farming available to people who live on mountains</li> </ul>
<b>Vocabulary</b>	Crystal, generator, dam, hydroelectric plant, industry, yak, terrace, peak
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• Read aloud Chapter 4 “Making the Most of Mountains” from <i>World Mountains</i> Student Reader (Either students or teacher reads)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Add more details to AP 1.1</li> <li>● Ask students to answer objective question, “How do people benefit from mountains?” on paper</li> <li>● Ask students to choose one of the Core Vocabulary words and write a sentence using the word</li> <li>● Complete “World Mountains Domain Vocabulary” <ul style="list-style-type: none"> <li>○ Distribute AP 4.1</li> </ul> </li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	Unit Assessment
<b>MN Academic Standards</b>	<ul style="list-style-type: none"> <li>● Create and use various kinds of maps, including overlapping thematic maps of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information (4.3.1.1.1)</li> <li>● Use latitude and longitude on maps and globes to locate places in the United States, and also Canada or Mexico. (4.3.1.1.2)</li> <li>● Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico. (4.3.1.2.1)</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● I can use my knowledge on mountains to answer questions about mountains</li> </ul>
<b>Vocabulary</b>	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>● Students will take “Unit Assessment: <i>World Mountains</i>”</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<u><b>Cross-Curricular Connections</b></u>	
<b>Art</b>	<ul style="list-style-type: none"> <li>● Look and discuss landform/ Mountains</li> <li>● Draw outline of Mountain forms. Fill inside mountains with lines and patterns. Paint sky with a blend of water color paints.</li> </ul>

<b>Media</b>	<ul style="list-style-type: none"> <li>● Read and discuss “Daughter of the Mountains,” “Life in the Mountains,” “Scary Creatures of the Mountains,” “Are Mountains Growing Taller?,” “My Side of the Mountain,” “On the Far Side of the Fountain,” “Saving Wonder,” “Geronimo Stilton: Mighty Mount Kilimanjaro,” “Blue Mountain Trouble,” “My Side of the Mountain”</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>● CK 4th Grade Song List             <ul style="list-style-type: none"> <li>○ I Love the Mountains</li> </ul> </li> <li>● Additional songs about mountains: “Rocky Mountain,” “The Bear Went Over the Mountain” (1st grade CK review,) etc.</li> </ul>
<b>P.E.</b>	<ul style="list-style-type: none"> <li>● Capture the Flag, Four Square, Sardines</li> </ul>