

CURRICULUM

FOR

Social Studies

Grade 4

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title:
Social Studies
Grade: **4**

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RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade 4

PACING GUIDE

Unit	Title	Pacing
1	The Land and the People of the United States & The Northeast	10 weeks
2	New Jersey	10 weeks
3	The Southeast & Midwest	10 weeks
4	The Southwest & West	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Provide extra visual and verbal cues and prompts. • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have students restate information. • Support auditory presentations with visuals. • Weekly home-school communication tools (notebook, daily log, phone calls or email messages). • Provide study sheets and teacher outlines prior to assessments. • Quiet corner or room to calm down and relax when anxious. • Reduction of distractions. • Permit answers to be dictated. • Hands-on activities. • Use of manipulatives. • Assign preferential seating. • No penalty for spelling errors or sloppy handwriting. • Follow a routine/schedule. • Provide students with rest breaks. • Use verbal and visual cues regarding directions and staying on task. • Assist in maintaining an agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Differentiate reading levels of texts (e.g., Newsela). • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide extra visual and verbal cues and prompts. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Provide students with additional information to supplement notes. • Modify questioning techniques and provide a reduced number of questions or items on tests. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have students restate information. • Support auditory presentations with visuals. • Provide study sheets and teacher outlines prior to assessments. • Use of manipulatives. • Have students work with partners or in groups for reading, presentations, assignments, and analyses. • Assign appropriate roles in collaborative work. • Assign preferential seating. • Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> • Differentiate reading levels of texts (e.g., Newsela). • Offer students additional texts with higher lexile levels. • Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. • Allow for independent reading, research, and projects. • Accelerate or compact the curriculum. • Offer higher-level thinking questions for deeper analysis. • Offer more rigorous materials/tasks/prompts. • Increase number and complexity of sources. • Assign group research and presentations to teach the class. • Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> • Provide extended time. • Assign preferential seating. • Assign a peer buddy who the student can work with. • Check for understanding frequently. • Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). • Have students repeat directions. • Make vocabulary words available during classwork and exams. • Use study guides/checklists to organize information. • Repeat directions. • Increase one-on-one conferencing. • Allow student to listen to an audio version of the text. • Give directions in small, distinct steps. • Allow copying from paper/book.

- Give students a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to students.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have students enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow students to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow students to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read questions to students to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Land and the People of the United States & The Northeast

Target Course/Grade Level: Social Studies- Grade 4

Unit Summary: Students will explore how the first people (Native Americans) migrated to the United States, where they came from, how they established a new lifestyle, organized settlements, and made their way to what is now New Jersey to become the first inhabitants. Students will also be introduced to the Europeans who followed the Native Americans in the 1600's and how they interacted with the Native Americans and used their resources to begin their settlements in New Jersey. Additionally, students will be introduced to the 5 regions of the United States as a whole, then focusing on the Northeast Region of the United States. Here they will explore the geography of the Northeast: the states, landforms, waterways, climate, and natural resources. Students will have an understanding of how this region was developed according to its landforms, bodies of water, climate and culture. They will examine how the region's history of events transpired from the past to reflect what it is now, along with identifying what prominent cities and popular attractions the Northeast is known for.

Approximate Length of Unit: 10 weeks: The Land and the People of the United States (5 weeks), The Northeast (5 weeks)

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Geography:

- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Economics:

- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

History:

- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

English Language Arts:

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize 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.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 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.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.4. Produce clear and coherent writing 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.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - 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 (e.g., visually, quantitatively, and orally).
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 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.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- 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.

Science:

- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*

Math:

- 4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- 4.NF.C.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Unit Understandings:

Students will understand that...

- Map skills are needed to determine specific directions and to help visualize what is going on in the space around them.
- Reading maps accurately is an important skill in determining location, landmarks in a given location, and important landforms.
- Lines of latitude and longitude are used in determining a specific location.
- The United States is broken up into geographic regions and how its people settled in these regions based on a multitude of factors including geographic features, landforms, weather, climate, culture and resources.
- Geography defines a region.
- The United States government is organized into branches that each have its own responsibilities.
- The growth and development of the United States has been influenced by historical figures, events, and documents.
- America is extremely diverse as a result of the infusion of various cultural groups that have brought their traditions, religions, beliefs, customs and practices. (AAH) (AAPI)
- The Northeast is defined by its own geographic features, resources, and history
- Weather and climate impact the Northeast region differently than the other regions of the United States.
- The Northeast was a place of settlement for early Native Americans as well as colonists from Great Britain. (AAPI)
- The Lenape people thrived in the Northeast and depended on its rich resources. (AAPI)
- The colonists waged war against Great Britain due to heavy taxation and other unfair conditions that Great Britain was trying to impose.
- The Constitution of the United States is a very significant historical document in America's history as well as the Articles of Confederation and Declaration of Independence.
- The Industrial Revolution was a revolutionary time in thought as significant advances and growth were made in many areas such as building and transportation.
- The beginnings of a government were set into place when the colonists broke free from Great Britain.
- Immigrants came to America for a better life. (AAH) (AAPI)
- Cities became overpopulated quickly which led to unhealthy work and housing conditions for most.

Unit Essential Questions:

- How does Geography define a region?
- How do geographers identify and define landforms and waterways?
- What is the difference between climate and weather?
- How does America use its strengths and face its challenges?
- Who were the first people to live in New Jersey? (AAPI)
- How did the Lenape use their resources in their environment successfully? (AAPI)
- What was daily life like for the Lenape? (AAPI)
- How did the geography of the Northeast influence the way people lived?
- What attracts people to the Northeast today?
- What links the Northeast to the world?
- Why have people moved to and from the Northeast?
- Why did revolutionary ideas prosper in the Northeast?
- What conditions powered the Industrial Revolution?

- How does the structure of our government work?
- How does the economy work?
- How do different backgrounds come together to form our country? (AAH) (AAPI)
- How has America stayed united through growth and challenges?

Knowledge and Skills:

Students will know...

- **Key terms:** (Map Skills Review G4-G11 NJ Textbook) hemisphere, equator, cardinal directions, compass rose, intermediate directions, map key, symbol, scale, locator, political map, physical map, landform map, transportation map, historical map (Research Companion Chapter 1) amendment, colonist, democracy, ethnic, expansion, immigrant, import, latitude, longitude, scarcity (Research Companion Chapter 2) abolitionist, charter, industrialization, negotiate, protest, quarry, raw material, revolutionary, suffrage waterway (AAH) (Ch 3 NJ Textbook): ice age, artifact, archaeologist, prehistory, hunter-gather, ancestor, heritage, religion, manet, longhouse, wigwam, sakima, oral tradition (AAPI) (Ch 4 NJ Textbook) explore, latitude, longitude, parallel, degree, prime meridian, meridian, global grid, colony governor, immigrant, patrol, slavery, proprietor, constitution, assembly, delegate, industry, indentured servant (Ch 5 NJ Textbook) French and Indian War, ally, tax, Stamp Act, militia, American Revolution, Declaration of Independence, patriot, loyalist, hessian, Articles of Confederation, convention, New Jersey Plan, compromise, ratify, Bill of Rights
- **Key Places:** (Research Companion Chapter 2) The Northeast States: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Delaware, Maryland, New Jersey, New York, and Pennsylvania
- (Ch 3 NJ Textbook) Beringia, Bering Strait, Abbott Farm, Lenapehoking, Raritan River (Ch 4 NJ Textbook) Sandy Hook, Newark Bay, New Netherland, Fort Nassau, Bergen, West Jersey, Burlington, East Jersey, Perth Amboy, Middle Colonies, Salem (Ch 5 NJ Textbook) Greenwich, Princeton, Monmouth Courthouse, Morristown, Short Hills, Trenton
- **Key People:** (Research Companion Chapter 1) Madam C.J. Walker, Theodore Roosevelt, Squanto, Daniel Inouye (AAH) (AAPI) (Research Companion Chapter 2) Ely Parker, Susan B. Anthony, Lewis Howard Latimer, Maya Lin (AAH) (AAPI) (Ch 3 NJ Textbook) Charles C. Abbott, Lenni Lenape (Ch 4 NJ Textbook) Christopher Columbus, John Cabot, Giovanni da Verrazano, Henry Hudson, Cornelius Mey, Peter Minuit, Sarah Keirsted, Peter Stuyvesant, Richard Nicolls, Sir George Carteret, Lord John, Berkeley, Philip Carteret, William Penn (Ch 5 NJ Textbook) George Washington, William Franklin, Thomas Jefferson, Benjamin Franklin, Richard Stockton, John Witherspoon, William Livingston, Mary Ludwig Hays, William Paterson
- The difference between a map and a globe.
- How hemispheres divide our world.
- Latitude lines run from side to side (East and West) and longitude lines run from top to bottom (North and South) and are used to determine an exact location.
- Regions are defined by the people, their history and culture, landforms, climate and bodies of water.
- The United States is broken into five regions that have similarities and differences between their economies.
- Native Americans were the first to arrive in America. (AAPI)
- How and when Native American first came to North America. (AAPI)
- Conflicts with the colonists who arrived later led to the American Revolution.
- The Declaration of Independence and the Constitution were vital documents in defining America as a nation.
- America faced many challenges as it became a global leader.

- Levels of government include federal, state, and local and three branches of the federal government: legislative, executive, and judicial, each with its own powers the process to which a bill becomes a law.
- There are many similarities and differences between the federal, state, and local governments.
- An economy is a system that incorporates wants and needs and money moves through various parts of an economy.
- imports and exports are an important part of an economy
- America has become a melting pot of culture, language, religion, and ideas as a result of various groups of people coming to America over time. (AAH) (AAPI)
- The Northeast Region is divided into two smaller regions: New England and Mid Atlantic
- The New England region is comprised of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
- The Mid Atlantic region is comprised of Delaware, Maryland, New Jersey, New York, and Pennsylvania.
- There are a variety of waterways and landforms that define the Northeast including the Appalachian Mountains and the Atlantic Coastal Plains.
- Natural resources have evolved over time and continue to be used today.
- The importance of the relationship between Native American settlers and colonists. (AAPI)
- The colonists were unhappy with their treatment from England causing the American Revolution in the Northeast.
- As a result of the American Revolution, historical documents were created to structure and organization for the government and citizens.
- The Northeast's growth and development in many areas came as a result of the ideas that were manifested during the Industrial Revolution.
- Transportation was a major breakthrough which in turn allowed for goods to be traded as well as for people and items to arrive more quickly from one place to another.
- The larger cities faced an array of problems as a result of these cities being overpopulated during the time of the Industrial Revolution.
- How financial systems work and how to be responsible with one's own finances.

Students will be able to...

- Recognize maps as representations of Earth, identify map features, and features geographers use to analyze different locations.
- Identify geographic features used to analyze regions of the United States.
- Explain the challenges of the events in America's history in shaping its growth.
- Define the powers of federal, state and local governments.
- Describe the elements that make up the economy and how it affects individuals, businesses, and governments.
- Identify ways traditions of different cultures are celebrated in the United States. (AAH) (AAPI)
- Contrast why colonists would support or oppose the American Revolution.
- Identify questions and challenges raised by the westward expansion of the 1800's.
- Interpret how Americans in the 1900's confronted new problems.
- Describe events that caused the United States to become a world leader.
- Explain the structure of our government as outlined in the Constitution.
- Describe how the Constitution divides powers of the federal government.
- Compare how the local governments are different from state and federal governments.
- Explain how money moves through different parts of an economy and how people manage the money.
- Discuss what people do to contribute to their local economies and communities.
- Explain how immigrants in the US keep cultural traditions alive. (AAH) (AAPI)

- Describe why cultural celebrations are important for immigrants in the US. (AAH) (AAPI)
- Explain how Americans learn about different ethnic traditions. (AAH) (AAPI)
- Compare and contrast the similarities and differences amongst the various branches of government.
- Describe the geographic features that are unique to the Northeast and its effect on the people who have lived there.
- Explain how physical features such as mountains and waterways affect exploring and settling in the Northeast.
- Describe the climate of the Northeast and how it influences the plants and wildlife.
- Analyze how Native American culture and traditions in the northeast played a role in how people today live. (AAPI)
- Explain how settlers survived and thrived in the Northeast.
- Determine what revolutionary ideas and actions took place in the Northeast and how those ideas resulted in the formation of a new nation.
- Explain how the Industrial Revolution changed the manufacturing world.
- Describe how steam power changed transportation.
- Summarize conditions that led to the Industrial Revolution.
- Describe how immigrants changed the Northeast. (AAH) (AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- IMPACT Chapter 1 Pretest
- IMPACT Chapter 1 Inquiry Project
- IMPACT Chapter 1 Assessment
- IMPACT Chapter 2 Pretest
- IMPACT Chapter 2 Inquiry Project
- IMPACT Chapter 2 Assessment
- New Jersey Book Chapter 3 Assessment
- New Jersey Book Chapter 4 Assessment
- New Jersey Book Chapter 5 Assessment
- Informal Assessment: Stop & Check, Check for Success for each lesson
- Inquiry Journal: End of Lesson Report Your Finding & Connect to Essential Question Activity
- Vocabulary Assessments
- Inquiry Journal workbook pages for Chapter 1 and 2

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Inquiry Projects: Research Companion Chapter 1 *Make an Advertisement for America*, Chapter 2 *Write a point of View*
- Readers Theater provided by Research Companion textbook

- Northeast Region Research Project/Activity
- Voting simulation
- Diagram three branches of government and their responsibilities or create brochure
- [Ellis Island Interactive Tour](#)
- Inquiry Journal & Research Companion components per lesson
- Impact Explorer Magazine pages per lesson
- Impact News
- Daily discussions
- Research Companion Chapter 1 and 2 Literature Connections
- New Jersey Book Chapter 3 Thinking Skills: Cause and Effect, Infographic Article: The Lenape and their environment, Legacy Linking Past and Present (AAH) (AAPI)
- New Jersey Book Chapter 4 Geography Skills: Latitude and Longitude, Infographic Article: A Diverse Colony, Study Skills: Reading a Timeline (AAH) (AAPI)
- New Jersey Book Chapter 5 Citizenship Viewpoint Article, Thinking Skills: Identifying Fact and Opinion, Infographic Article: The Revolutionary War in New Jersey (AAPI)
- Vocabulary Journals for vocabulary words
- Use Foldable Templates for note taking
- Chapter Inquiry Project
- Northeast States Research Project/Activity (Students can work in collaborative groups to research a specific state within the Northeast)
- Create a travel brochure for the Northeast region or per state
- Create timelines of historical events
- Reading maps and answering questions
- Biography Project on famous European explorers
- Biography Project on famous inventors from the Industrial Revolution
- Timeline of American Revolution
- Multicultural Fair or Presentation (AAH) (AAPI)
- IMPACT Chapter 2 Writing Pieces:
 - Write an opinion explaining why the Northeast is globally important today.
 - Write a persuasive letter to a relative convincing him or her that the Northeast is a good place to live.
 - Write a summary of the evolution of the Industrial Revolution.
 - Write a definition of protest, and use evidence to explain how protests can spark change. (AAH) (AAPI)
 - Write a summary describing the effect the geographic features of the Northeast had on the way people lived, citing evidence from the text. 6. Write a creative nonfiction story from a historical figure's point of view about changes that have occurred in the Northeast since the Revolutionary War.

RESOURCES

Teacher Resources:

- [Map Resources](#)
- [Colonial America Additional Activities](#) (AAH) (AAPI)
- [American Revolution Additional Activities](#)
- [Fun Map Skill Activities](#)
- [Lenape Lifeways Videos](#) (AAPI)

- [What happened to the Lenape? \(Lesson Plan\) \(AAPI\)](#)
- [ReadWorks Articles](#)
 - [Leni Lenape \(AAPI\)](#)
 - [Native American Cultures \(AAPI\)](#)
 - [Colonial America](#)
 - [American Revolution](#)
 - [US Government](#)
- McGraw Hill Education app through [CLEVER](#)
- [Handbook for Reading Social Studies](#)
- [Handbook for Reading Social Studies](#)
- [IMPACT News](#)
- [IMPACT Inquiry Projects](#)
- [IMPACT Videos](#)
- [IMPACT Song Connections](#)
- [BrainPOP](#)
- Achieve3000 through [CLEVER](#)
- Textbook: IMPACT Social Studies: Regions of the United States
- IMPACT Inquiry Journal Chapter 1 and 2
- IMPACT Research Companion Chapter 1 and 2
- IMPACT Explorer Magazine Chapter 1 and 2
- IMPACT News Articles
- New Jersey Social Studies online textbook Chapter 3 Lessons 1-3, Chapter 4 Lessons 1-4 and Chapter 5 Lessons 1-3
- New Jersey Online workbook pages for Chapter 3, 4, and 5 (Click resources, under lesson search scroll to workbook and practice book pages)
- Online Teacher Lesson Center
- Online Student Center
- Digital Worksheets through McGraw Hill
- Chapter Tests and Lesson Quizzes
- Online pages and extension activities at the end of each chapter
- Multimedia formats (kahoot, powtoon, flipgrid, padlet, quizlet)

Equipment Needed:

- Access to the McGraw Hill Education App
- Chromebooks
- SmartBoard/Projector

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: New Jersey

Target Course/Grade Level: Social Studies- Grade 4

Unit Summary: This unit will specifically focus on New Jersey. It will cover our state's geography, regions, landscape, landforms, climate, resources, regions, and government. Students will be exposed to how to read and comprehend information from maps accurately to determine locations within New Jersey. Students will also explore how Trenton, our capital, came to be and how our state government works.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Civics:

- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

Geography:

- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Economics:

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

History:

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Career Readiness, Life Literacies, and Key Skills:

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent.

9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Science:

- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*

English Language Arts:

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize 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.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 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.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text

- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Craft and Structure
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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 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.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - 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 (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. Presentation of Knowledge and Ideas
- 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.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 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.

Unit Understandings:

Students will understand that...

- New Jersey is known for its useful resources and land features.
- New Jersey has a rich variety of landforms, waterways, and natural resources.
- Geography is the study of Earth and the way people, plants, and animals live on it and use it.
- The National parks of New Jersey preserve the natural beauty, wildlife, and history of the state.
- New Jersey's many waterways are important pathways for transportation of products and people.
- New Jersey's shoreline connects New Jersey to the rest of the world .
- Elevation maps provide important information about landforms and the height of land above sea level.
- The main influence on the climate of New Jersey are its nearness to the Atlantic Ocean and its distance from the equator.
- New Jersey's four regions differ from one another because each has special landforms, waterways, resources, history, and culture.
- Decision making involves two major skills: identifying your goal and predicting the possible results of each choice you have.
- New Jersey's natural resources include renewable resources: forests, soil, and water nonrenewable resources: fuels and minerals.
- New Jersey's natural resources help provide food, jobs, recreation, and products for the people of New Jersey.
- Political and social changes happened after World War II for African Americans. (AAH)
- African Americans and women struggled to have equality in education. (AAH)
- The Civil Right Movement began the pathway to equality for African Americans. (AAH)
- Our local government makes decisions for the community.
- Local governments in New Jersey include five types of municipalities, special districts, and county governments.
- Online or printed newspapers are a good source of information about current events.
- Trenton is New Jersey's capital and is governed by elected officials.
- New Jersey's government is made up of the executive, legislative, and judicial branches.
- New Jersey gained voting rights for women and how the Women's Rights Movement has changed New Jersey over time.
- New Jersey's early factories have evolved our industrial industries today.

Unit Essential Questions:

- How are waterways important to our state?
- What affects the climate in our state?
- What is special about each of the 4 regions in NJ?
- In what ways are natural resources important to NJ?
- How did people and goods move across NJ in the early 1800's?
- How did the city of Paterson change the way people lived and worked in NJ?
- How did people work to improve life for others in NJ?
- Where are the important parts of NJ's economy today?
- What role do citizens play in our local government?
- What are the roles of the three branches of NJ's state government?
- Who are New Jerseyans today?
- What do New Jerseyans do for fun?
- In what ways is New Jersey a leader in education and the arts?
- What would you see on a trip across our state?

- What is the difference between climate and weather?
- What are the definitions of urban and rural?
- What is one feature that is so special in each of New Jersey's regions??
- In what ways are natural resources important to New Jersey?
- What role do citizens play in our local government?
- What are the roles of the three branches of New Jersey's state government?
- What are the rights and responsibilities we have as New Jersey citizens?
- What effects did segregation have on African Americans then vs today? **(AAH)**
- How has New Jersey evolved during "times of change" to embrace African American equality and end segregation? **(AAH)**
- How did African Americans work to gain rights in New Jersey? **(AAH)**

Knowledge and Skills:

Students will know...

- **Key Words:** (New Jersey Book Chapter 1 Lessons 1-3) landforms, geography, border, coast, wetland, waterway, transportation, source, erosion, tributary, mouth, recreation, aquifer, port, elevation, weather, climate, temperature, precipitation, blizzard, hurricane, (New Jersey Book Chapter 2 Lessons 2-3) culture, population, urban, rural, fall line, commute, glacier, reservoir, decision, environment, natural resource, economy, renewable resource, agriculture, nonrenewable resource, mineral, pollution, conservation, recycle, decision (New Jersey Book Chapter 6 Lessons 1-3) charter, toll turnpike, canal monopoly, Joint Companies, scale, manufacturing, War of 1812, strike, reform, suffrage (New Jersey Book Chapter 9 Lessons 2) segregation, civil rights, county, apportionment, income tax, terrorism **(AAH)** (New Jersey Book Chapter 10 Lessons 1-3) entrepreneur, profit, consumer, free enterprise, investor, interest, opportunity cost, trade-off, telecommunications, tourism, time zone, research and development, biotechnology, fiber optics, cyberspace, software, e-mail, internet (New Jersey Book Chapter 11 Lessons 1-2) citizen, elect, municipality, council, mayor, budget, special district, county seat, Board of Chosen Freeholders, current event, news article, feature article, editorial, headline, byline, dateline, checks and balances, executive branch, legislative branch, bill, veto, judicial branch, attorney general (New Jersey Book Chapter 12 Lessons 1-3) ethnic group, diversity, festival, megalopolis, population density, edge city recreation, professional, Special Olympics, public, media **(AAH)**
- **Key Places:** (New Jersey Book Chapter 1 Lessons 1-3) High Point State Park, Delaware Water Gap National Recreation Area, Delaware River, Great Swamp, Sandy Hook, Pinelands, Cape May, Raritan River, Hudson River, Musconetcong River, Newark, Elizabeth, Secaucus, Trenton, Morristown, Atlantic City, Camden, (New Jersey Book Chapter 2 Lessons 2-3) Atlantic Coastal Plain, Piedmont, Highlands, Ridge and Valley, Franklin, Sparta, Linden (New Jersey Book Chapter 6 Lessons 1-3) Bordentown, Paterson, Weehawken (New Jersey Book Chapter 10 Lessons 1-3) Murray Hill (New Jersey Book Chapter 11 Lessons 1-2) Maplewood, Flemington, Trenton (New Jersey Book Chapter 12 Lessons 1-3) Mahwah, Woodbridge, Princeton, Hoboken, Paramus, High Point State Park, Liberty State Park, Cape May State Park, Vernon, Jackson, Washington Crossing State Park, Camden, Rutherford, Freehold, South Orange, Morris Township, Atlantic City
- **Key People:** (New Jersey Book Chapter 6 Lessons 1-3) John Fitch, John Stevens, Alexander Hamilton, John Colt, Lucy Stone, Dorothea Dix, (New Jersey Book Chapter 9 Lessons 2) Oliver Randolph, Marion Thompson, Martin Luther King Jr., S. Howard Woodson Jr., Madaline Worthy Williams, Ulysses S. Wiggins, Brendan Byrne **(AAH)** (New Jersey Book Chapter 11 Lessons 1-2) Deborah Poritz, Marie Garibaldi (New Jersey Book Chapter 12 Lessons 1-3) Carl

Lewis, Elaine Zayak, Walt Whitman, Amiri Baraka, William Carlos Williams, Robert Smithson, Sarah Vaughan, Frank Sinatra, Bruce Springsteen, Lauryn Hill, Jacques Lacombe (AAH)

- Geography is the study of Earth and everything on it.
- Landforms are the shapes that make up Earth's surface.
- Different landforms shape New Jersey depending on the region you are in.
- Ships from all over the world carry goods to and from the ports of our state.
- Rivers, streams, and lakes provide water for drinking, farming, factories, and recreation.
- Taking care of New Jersey's waterways is important if we want to keep enjoying them.
- Climate is the pattern of weather a place has over time.
- Temperature and precipitation are two key parts of climate.
- New Jersey's nearness to the Atlantic Ocean and its distance from the equator affect its climate.
- Severe weather in New Jersey can include blizzards and hurricanes.
- The Atlantic Coastal Plain is our state's largest region.
- The Highlands region has most of our state's lakes and reservoirs.
- The Ridge and Valley region offers recreation and good land for dairy farms.
- Natural resources are things in the environment that people can use.
- Renewable resources include trees, soil, and water.
- Nonrenewable resources include minerals, oil and natural gas.
- Conservation helps to protect our state's resources.
- Your local government makes decisions for your community.
- The five types of municipalities in New Jersey are boroughs, townships, cities, towns, and villages.
- A special district is an area where a special service is provided to the people who live there.
- County governments are run by a Board of Chosen Freeholders.
- Our state's government decisions affect our everyday lives.
- Our state government is made up of the executive, legislative, and judicial branches.
- The system of checks and balances makes sure that no single branch of government has too much power.
- How New Jersey has evolved through segregation and the Civil Right Movement to what it is today. (AAH)
- The struggle for African Americans to gain equality in New Jersey. (AAH)
- New Jersey's government uses taxes to pay for services.
- The three branches of our state's government are headed by our Governor, assembly members, Senators, and Supreme Court.

Students will be able to...

- Define geography.
- Define landforms.
- Identify and describe the major landforms of New Jersey.
- Explain how state and national parks preserve New Jersey's natural beauty, wildlife, and history.
- Identify different natural environments protected in New Jersey parks.
- Explain how New Jersey's shoreline connects our state to the rest of the world.
- Describe how people use New Jersey's waterways.
- Analyze why caring for our state's waterways is important.
- Read and interpret an elevation map.
- Analyze the effect of elevation of waterways.
- Describe climate and identify temperature and precipitation as key parts of climate.
- Explain how New Jersey's nearness to the Atlantic Ocean and its distance from the equator affect its climate.
- Recognize the forms of extreme weather that sometimes occur in New Jersey.

- Compare major landforms and other features of each region.
- Locate the region in which New Jersey lies.
- Identify New Jersey's four regions.
- Explain how the people who live in a region affect the land.
- Distinguish between urban and rural.
- Define decision making.
- Practice the skill of decision making by first choosing a goal and then identifying and evaluating the choices.
- Identify major natural resources.
- Recognize the importance of natural resources in New Jersey's economy.
- Distinguish between renewable and nonrenewable resources and ways to conserve them.
- Define local government and list some of the services local governments provide.
- Identify the five kinds of municipalities in New Jersey.
- Define special districts.
- Explain how the county government operates.
- Identify the basic parts of a newspaper.
- Explain how to read a newspaper article.
- Explain why the state government is important to the people of New Jersey.
- Identify the three branches of state government.
- Describe the checks and balances system and explain its importance.
- Understand why voting is important in a democracy.
- Analyze New Jersey's changes after World War II for African Americans. (AAH)
- Compare segregation from the mid 1800's to how it has changed now. (AAH)
- Explain the equality in education. (AAH)
- Define democratic republic.
- Explain the difference between power and authority.
- Describe how the United States government pays for the services it provides.
- Identify and describe the three branches of national government.
- Compare and contrast New Jersey's regions.
- Compare and contrast New Jersey's resources found in each of the 4 different regions.
- Analyze how transportation in New Jersey has evolved over time.
- Identify the process of decision making and how these choices resulted in our growing state.
- Explain how our state government works.
- Analyze the importance of the Women's Suffrage Movement in New Jersey and how it has impacted New Jersey women today.
- Determine the impact of the contributions made by prominent people from New Jersey. (AAH)
- Interpret how New Jersey's schools and hospitals have evolved through telecommunication.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of unit assessment
- New Jersey Chapter 1 Review/Summing up the Chapter
- New Jersey Chapter 1 Assessment

- New Jersey Workbook and practice book pages for Chapter 1
- New Jersey Chapter 2 Review/Summing up the Chapter
- New Jersey Chapter 2 Assessment
- New Jersey Workbook and practice book pages for Chapter 2
- New Jersey Chapter 6 Review/Summing up the Chapter
- New Jersey Chapter 6 Assessment
- New Jersey Workbook and practice book pages for Chapter 6
- New Jersey Chapter 9 Lesson 2 Review and summary
- New Jersey Workbook and practice book page for Chapter 9 Lesson 2
- New Jersey Chapter 10 Review/Summing up the Chapter
- New Jersey Chapter 10 Assessment
- New Jersey Workbook and practice book pages for Chapter 10
- New Jersey Chapter 11 Review/Summing up the Chapter
- New Jersey Chapter 11 Assessment
- New Jersey Workbook and practice book pages for Chapter 11
- New Jersey Chapter 12 Review/Summing up the Chapter
- New Jersey Chapter 12 Assessment
- New Jersey Workbook and practice book pages for Chapter 12
- Vocabulary Assessments
- End of Chapter Writing Pieces: Think and Write
- Daily Discussions
- Unit Projects
- Current Events reflections
- Map Quizzes
- State and Local Government Quiz/Assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- New Jersey Book Chapter 1: Geography of New Jersey map skills, Legacy Linking Past and Present: State and National Parks of New Jersey, Geography Skills: Reading an elevation map
- New Jersey Book Chapter 2 Geography of New Jersey map skills with regions, Thinking Skills: Decision Making, Infographic Article: New Jersey's Resources, Citizenship: Making a Difference Article **(AAH)** **(AAPT)**
- New Jersey Book Chapter 6: Building the Garden State timeline, Infographic Article: Morris Canal, Geography Skills: Using a Map Scale, Study Skills: Reading circle and line graphs
- New Jersey Book Chapter 9: Times of Change: Reading timeline, Cause and effect events leading to equality **(AAH)**
- New Jersey Book Chapter 10: New Jersey's Economy Today, Infographic: New Jersey's Economy, Geography Skills: Reading a Time Zone map
- New Jersey Book Chapter 11: New Jersey's Government and You summarizing, Study Skills: Reading newspapers, Citizenship: Making a Different Article
- New Jersey Book Chapter 12: New Jersey's People and Culture Comparing and contrasting, Study Skills: Using Reference Sources, Legacy Linking Past and Present: The Jersey Shore **(AAH)**
- Think/Pair/Share Current Events Articles
- Journals for vocabulary words or can use an online forum like Quizlet
- Use Foldable Templates to take notes
- Unit Projects (Create a NJ Tour Book & Natural Resources Mobile)
- Arrange for tour of town government

- Explore the Civil Rights Movement
- Project Topic Ideas: NJ Regions/Resources posters/flip book, Branches of Government wheel, Democracy/Voting simulation, Helping the Environment- conservation project in town, create NJ Landscape maps/ NJ travel brochure
- Explore how you can be an elected official in New Jersey and who/how can you become Governor

RESOURCES

Teacher Resources:

- McGraw Hill Education app through [CLEVER](#)
- New Jersey Teachers Textbook Edition (Online)
- New Jersey Social Studies online textbook Chapter 1 Lessons 1-3, Chapter 2 Lessons 2-3 and Chapter 6 Lessons 1-3, Chapter 9 Lesson 2, Chapter 10 Lessons 1-3, Chapter 11 Lessons 1-2, Chapter 12 Lessons 1-3
- New Jersey Online workbook pages for Chapter 1, 2, 6, 9, 10, 11 and 12 (Click resources, under lesson search scroll to workbook and practice book pages)
- New Jersey Chapter Tests for Chapter 1, 2, 6, 10, 11 and 12
- Website: <https://my.mheducation.com/login>
- [New Jersey Geography](#)
- [New Jersey Region Outline](#)
- [Who can be Governor of New Jersey?](#)
- [Who represents you in Trenton?](#)
- [New Jersey Judiciary](#)
- [New Jersey Women](#)
- [NJ Maps](#)
- [ReadWorks Articles](#)
 - [New Jersey](#)
 - [Groundbreaking African American Women \(AAH\)](#)
 - [Walt Whitman](#)
 - [Winning the Vote](#)
 - [The Fight for Women's Suffrage](#)
 - [Slavery's Secrets \(AAH\)](#)
 - [Martin Luther King Jr. \(AAH\)](#)
 - [Segregation \(AAH\)](#)
 - [Civil Rights \(AAH\)](#)
- Impact News Student Current Event <https://my.mheducation.com/login>
- Various forms of other multimedia formats (powtoon, flipgrid, padlet, quizlet)
- Maps (online and in class)
- [Handbook for Reading Social Studies](#)
- Achieve3000 through [CLEVER](#)
- Online Teacher Lesson Center
- Online Student Center
- Online Chapter extension and activities for each chapter listed above
- Multimedia formats (powtoon, flipgrid, padlet, quizlet)

Equipment Needed:

- Access to the McGraw Hill Education App for the New Jersey Book
- Chromebooks
- SmartBoard/Projector

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Southeast and Midwest

Target Course/Grade Level: Social Studies- Grade 4

Unit Summary: Students will explore and investigate significant changes in the Southeast from early settlements to the people and economy today. They will examine how geography, landforms, waterway, culture, economics, and historical events changed people's lives. They will compare conflicts in the Southeast during the Civil War and the rebuilding efforts that led to modern industries and new opportunities. Students will then examine how the Midwest's geography, landforms, waterway, culture, economics, and historical events changed people's lives in this region. They will explore and investigate the significant changes during the time of early Native Americans, settlers, immigrants, and the people who live in the Midwest today. They will compare and contrast the growth and conflict in the region and how it adapted to the modern economy while still retaining its traditions.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Social Studies:

Geography:

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence

- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. Places are jointly characterized by their physical and human properties.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. The physical environment can both accommodate and be endangered by human activities.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources. Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns and to actions taken to address them
- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity
- 6.1.4.D.20 Describe why it is important to understand the perspectives of others held by their cultures, and their individual points of view.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

Interdisciplinary Connections and Standards:**Computer Science and Design Thinking:**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Science:

- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*

English Language Arts:

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize 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.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 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.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.4. Produce clear and coherent writing 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.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

- 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.
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - 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 (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- 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.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 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.

Unit Understandings:

Students will understand that...

- The Southeast is defined by its own geographic features, resources, and history.
- The Southeast region can be compared and contrasted to the Northeast region.
- Weather and climate impact the Southeast region differently than the other regions of the United States.
- The Southeast was a place of settlement for early Native American tribes. (AAPI)
- The Southeast faced conflicts, grew, and reinvented itself over time.
- Agriculture was a vital part of the growth and development of the Southeast region.
- The Southeast region has a lot of rich history and important landmarks to be visited by tourists.
- The Civil Rights Movement was a result of African Americans being treated unfairly in comparison to White Americans. (AAH)
- Slavery was an important force that led to the Civil War. (AAH)
- The Midwest has a unique geography and climate (extreme weather, hills, plains, rivers, and lakes).
- Farming is a way of life in the Midwest.
- The Midwest has its own natural resources compared to other geographic regions that include buffalo, bison, and minerals.
- Native American settlement was not respected by explorers and colonists which caused tension and conflict; this resulted in a series of legislative acts passed to respect their living areas resulting in the creation of reservations. (AAPI)
- Immigrants were attracted to the Midwest because of the high demand for work in factories. (AAPI)
- Workers within the manufacturing plants and factories faced unfair working conditions.
- The Midwest can be compared and contrasted to the other regions of the United States.

Unit Essential Questions:

- How has the Southeast changed over time?
- How do people and the environment interact? (AAH) (AAPI)
- What made the Southeast grow during the 1700s?
- What conflicts changed the Southeast?
- How has the Southeast reinvented itself?
- How do citizens of the Southeast help each other and the world? (AAH) (AAPI)
- How did the Midwest climate and geography affect early people?
- Why did different people move to and through the midwest?
- How does the Midwest honor its roots while growing in a modern economy?
- How does the Midwest solve problems we all share?
- How does the Midwest reflect the spirit of America? (AAH) (AAPI)
- How did lakes and rivers contribute to the industrial growth of the Midwest?

Knowledge and Skills:

Students will know...

- **Key Terms:** geography, economics, culture, history, (Research Companion Lesson 3) boycott, commerce, estuary, evacuate, plantation, proximity, rural, secede, sharecropper, yeoman (Research Companion Lesson 4) alternative energy, assembly line, automation, discrimination, drainage, expedition, invasive, irrigation, prairie, and reservation
- **Key People:** (Research Companion Lesson 3) Martin Luther King Jr., Helen Keller, George Washington Carver, Nancy (Nanyeh) Ward (AAH) (AAPI) (Research Companion Lesson 4) Sitting Bull Jane Addams, John Deere, Ida B. Wells (AAH) (AAPI)
- **Key Places:** (Research Companion Lesson 3) Southeast region states: Alabama, Georgia, Arkansas, Kentucky, Florida, Louisiana, Mississippi, North Carolina, South Carolina, West Virginia, Virginia, and Tennessee (Research Companion Lesson 4) Midwest States: Ohio, Wisconsin, South Dakota, North Dakota, Missouri, Minnesota, Kansas, Iowa, Michigan, and Illinois
- The Southeast region is made up of water and coastal plains.
- Some states in the Southeast do not have a coast line.
- The Southeast region has a mild climate which affects the type of plant and animal life that can survive there.
- There are many natural resources unique to the Southeast including citrus fruits and peanuts.
- The Southeast had different Native American settlements than that of the Northeast. (AAPI)
- Virginia is an important state where many historical events took place.
- Land was a main attraction to the Southeast.
- Farming and working on plantations generated income.
- Enslaved people helped to generate the growth on farms and plantations.
- Transportation systems evolved gradually in the Southeast region.
- Slavery and the Civil Rights movement were important parts of the history of the Southeast region.
- The New South reinvented itself in many ways. (AAH)
- Hurricanes are a natural disaster that heavily impacts the Southeast region of the United States.
- Midwest geography includes rivers, lakes, plateaus, hills, and plains.
- Five Great Lakes include Lake Huron, Ontario, Michigan, Eerie, and Superior.
- Extreme temperatures can be found in the Midwest which create tornadoes and blizzards.
- Natural resources include buffalo, bison, iron, nickel, copper, and ore.
- Native American settlement occurred in the Midwest. (AAPI)

- Native American settlement was not respected and led to a series of conflicts and legislation passed to honor their settlement (NW Ordinance, Treaty of Greenville). (AAPI)
- Historical events that affected the Midwest include the War of 1812 and the Louisiana Purchase.
- Immigrants came to America and settled in the Midwest in addition to other areas such as the Northeast; immigrants stayed together in neighborhoods based on their ethnic background which created dense cultural communities in certain areas. (AAH) (AAPI)
- The Midwest is known as “America’s Breadbasket” because it produces a substantial amount of grains for the country. (AAH) (AAPI)
- Solar energy, biofuel, and wind energy are alternative energy sources that the Midwest utilizes.
- Waterways are essential to the growth of the Midwest as it allowed for extensive trading.
- Manufacturing and auto production were prominent in the Midwest (Henry Ford, assembly line).
- Conditions in these manufacturing environments and factories were unfair. (AAH)
- The Midwest has been innovative in farming techniques that are utilized throughout time.
- Historical landmarks that are important to the Midwest include landmarks such as the Gateway Arch.

Students will be able to...

- Describe the unique environment of the Southeast and explain how people who live there have used its resources.
- Identify causes of regional growth and how it affected Southeast people.
- Explain how conflicts and resolutions regarding Native Americans, slavery, and civil rights for Americans shaped the Southeast. (AAH) (AAPI)
- Describe how people in the Southeast helped the region prosper since the Civil War. (AAH)
- Analyze how citizens in the Southeast have taken action to overcome challenges and disasters. (AAH) (AAPI)
- Describe the changes over time in the government, geography, population, and economics of the Southeast.
- Contrast the physical features of the Southeast to the Midwest and Northeast.
- Describe how the people in the Southeast have affected plants and animals in this region.
- Decide which features or natural resources were most important to the people living in the Southeast.
- Describe how the Southeast was involved in the American Revolution.
- Explain how the westward expansion changed the population and the culture of the Southeast. (AAPI)
- Describe the importance of agriculture in the Southeast in the 1700’s.
- Tell how transportation played a key role in the growth of the Southeast.
- Explain why the US government removed Native American from their lands in the Southeast. (AAPI)
- Describe the forces that worked against slavery in the United States. (AAH)
- Summarize the conditions that allowed slavery to spread. (AAH)
- Examine the rise of the Civil Rights Movement. (AAH)
- Describe the growth of the industries in the Southeast.
- Explain how the /southeast states used their resources to attract visitors.
- Describe the importance of the landmarks located in this region.
- Describe how the Southeast’s climate affects the people who live there.
- Explain the benefits of volunteering.
- Summarize how organizations and citizens improve health in their local areas in the Southeast.
- Explain how the climate and geography affected the lives of early peoples.
- Explore what influenced early settlers to move to and through the Midwest. (AAH) (AAPI)

- Examine how proximity to the Great Lakes and other waterways helped major cities in the Midwest grow.
- Describe how the Midwest addressed issues of modern economic growth while maintaining its roots.
- Draw conclusions about contributions of the Midwest and how they affect global conditions.
- Use information from a variety of sources to plan a road trip to Midwestern places that are known for interesting historical events, geographic sites, centers of economy, or homes of famous leaders. (AAH) (AAPI)
- Explain how the land in the Midwest benefits the people living there.
- Describe the conditions that cause variations in Midwestern weather.
- Detail ways that people have used the resources of the Midwest.
- Explain how horses changed the Sioux way of life. (AAPI)
- Explain how the Northwest Ordinance affected the lives of American settlers and Native Americans in the region. (AAPI)
- Describe why pioneers decided to cross the Great Plains rather than settling there.
- Detail what a family would pack in their covered wagon if they were moving west.
- Decide whether the U.S. government was right to allow gold mining in the Black Hills.
- Describe how the steel and lumber industries were affected by the Great Chicago Fire. (AAH)
- Explain how iron ore and steel influenced industry in the Midwest.
- Detail the problems faced by African Americans in the early 1900s. (AAH)
- Identify reasons immigrants moved to the Midwest and how they influenced the region. (AAH) (AAPI)
- Analyze how Midwestern industries have adapted over time.
- Explain how changes in technology have impacted farmers.
- Tell how state fairs help the economy of the Midwest.
- Describe the importance of tourism and recreation to the Midwest.
- Explain how alternative sources of energy help the Midwest protect the environment and why preserving the planet is important.
- Describe the role the Midwest plays in the global automotive industry.
- Detail ways Midwesterners can help clean and protect the environment.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- IMPACT Chapter 3 Pretest
- IMPACT Chapter 3 Inquiry Project
- IMPACT Chapter 3 Assessment
- IMPACT Chapter 4 Pretest
- IMPACT Chapter 4 Inquiry Project
- IMPACT Chapter 4 Assessment
- Informal Assessment: Stop & Check, Check for Success for each lesson
- Inquiry Journal: End of Lesson Report Your Finding & Connect to Essential Question Activity
- Vocabulary Assessments

- Inquiry Journal workbook pages for Chapter 3 and 4

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- IMPACT Inquiry Projects: Research Companion Chapter 3 *Southeast Region Newspaper Article*, Chapter 4 *Road trip through the Midwest*
- Inquiry Journal & Research Companion components per lesson
- Turn and Talk: Impact News Articles
- Chapter 3 and 4 Song Connections activities with each lesson
- Daily Discussions
- Comparing Video Clips through McGrawHill Education online resources
- Chapter 3 and 4 Literature Connections
- Create Vocabulary Journals for vocabulary words using online forum like Quizlet
- Use Foldable Templates to take notes
- Chapter 3 Project Topic Ideas: Slavery, Southeast Region State Research, Civil Rights Movement, Hurricane Katrina and natural disasters **(AAH)**
- Compare & Contrast Poster of the Southeast and MidWest Regions
- Create timelines of historical events
- Chapter 4 Readers Theater
- Chapter 4 Project Topic Ideas: Henry Ford & The Assembly Line, Oregon Trail, Louisiana Purchase, Great Chicago Fire, Great Lakes, Biographies on People to Know **(AAH)** **(AAPI)**
- Chapter 3 Southeast Writing Assignments: **(AAH)** **(AAPI)**
 - Write a short, informational essay contrasting the benefits and drawbacks of living near the ocean and citing evidence to support the fact that Hurricane Katrina caused changes in the Southeast.
 - Write to define if sharecropping was a fair system and how resources have led the region to prosper.
 - Write a journal entry from the perspective of a Native American forced to leave his or her home. Cite details and evidence from the text.
 - Write a paragraph about one event that influenced the growth of the Southeast in the 1700s.
 - Write an opinion paragraph detailing which features or natural resources were the most important to people living in the Southeast, supporting opinions with details from the text.
 - Write a newspaper article that describes a change over time in the government, geography, population, or economics of the Southeast.
- Chapter 4 Midwest Writing Assignments:
 - Write a persuasive paragraph about the global importance of the region today.
 - Write two explanations, one explaining ways physical features, climate, and geography helped and hurt early peoples in the Midwest and one comparing and contrasting ways early peoples and people today use the Midwest's resources and adapt to its climate.
 - Write about events that most influenced the movement of early Americans to the Midwest.
 - Write a short, informational paragraph summarizing the reasons for growth in cities near the Great Lakes.
 - Write an advertisement promoting a Midwestern city

RESOURCES

Teacher Resources:

- [Handbook for Reading Social Studies](#)
- [IMPACT News](#)
- [IMPACT Inquiry Projects](#)
- [IMPACT Videos](#)
- [IMPACT Song Connections](#)
- [BrainPOP](#)
- [ReadWorks Articles](#)
 - [Southeast Region Topics](#) (AAH) (AAPI)
 - [Midwest Region Topics](#) (AAH) (AAPI)
- Achieve3000 through [CLEVER](#)
- Textbook: IMPACT Social Studies: Regions of the United States Chapter 3 and 4
- IMPACT Inquiry Journal for Chapters 3 and 4
- IMPACT Research Companion for Chapters 3 and 4
- IMPACT Explorer Magazine for Chapters 3 and 4
- McGraw Hill Education app through [CLEVER](#)
- Online Teacher Lesson Center
- Online Student Center
- Digital Worksheets through McGraw Hill
- Chapter 3 and 4 Summary/Review
- Chapter 3 and 4 Assessment
- Multimedia formats (powtoon, flipgrid, padlet, quizlet) Maps (online and in class)
- Online pages and activities
- Multimedia formats (powtoon, flipgrid, padlet, quizlet)

Equipment Needed:

- Access to the McGraw Hill Education App
- Chromebooks
- SmartBoard/Projector

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Southwest and West

Target Course/Grade Level: Social Studies- Grade 4

Unit Summary: Students will explore and investigate the geography of the Southwest and the lives of early Native Americans who lived here to discover how the arrival of the Spanish impacted the region. They will learn how different events affected the Southwest and explore the culture and the economy of the Southwest today. Students will also investigate how the region has contributed to advancements in science. Students will then explore how early cultures of the West developed in a region with the most varied landforms and climates in the United States. They will explore the reasons that diverse groups of people later came to the West and how the groups struggled with new challenges that influence the West today.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Geography:

- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and

- cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Economics:

- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

History:

- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Science:

- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*
- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.
- 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Math:

- MP.2 Reason abstractly and quantitatively.
- MP.4 Model with mathematics
- MP.5 Use appropriate tools strategically.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
- 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- 4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

English Language Arts:

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize 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.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 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.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.4. Produce clear and coherent writing 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.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.

- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- 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 (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- 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.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 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.

Unit Understandings:

Students will understand that...

- The Native Americans that were settled in the Southwest had to adapt to severe conditions as well as unjust treatment. **(AAPI)**
- The Southwest has a unique geography and climate (extreme weather, deserts, rivers, and plains).
- Farming, mining, and ranching are important aspects of everyday life in the Southwest region.
- Native American settlement was not respected by explorers and colonists which caused tension and conflict; this resulted in a series of legislative acts passed to respect their living areas resulting in the creation of reservations. **(AAPI)**
- Immigrants were attracted to the Southwest because of the high demand in work in factories. **(AAPI)**
- Workers within the manufacturing plants and factories faced unfair working conditions.
- The Southwest can be compared and contrasted to the other regions of the United States.
- A lot of the territory in the Southwest region came to be more clearly defined as a result of settlement and conflict amongst groups of people.
- There are a variety of attractions that people can visit in the Southwest region.
- Infrastructure development as well as mining, farming, and gas drilling are ways of life that advanced this Southwest region.
- Many diverse cultures in the West had to adapt to severe conditions as well as unjust treatment. **(AAPI)**
- The West has the most unique geography and climate out of all of the U.S. regions.
- Farming, mining, and ranching are important aspects of everyday life in the Southwest region.
- The Western region attracted many people for different reasons.
- As people moved West, there was great advancement in transportation and communication which led to greater efficiency.
- Women started to make strides in the opportunities the West offered as well as the access to these opportunities.
- As the West was developing, there were significant historical events that took place that affected not only the Western region but the United States as a whole.
- Different groups of people that settled in the West have different experiences to compare and contrast. **(AAPI)**
- The West can be compared and contrasted to the other regions of the United States.

- There are a variety of attractions that people can visit in the Southwest region.
- The Pacific Coastline plays a vital role in the western region.

Unit Essential Questions:

- How does the Southwest reflect its diverse past and unique environment?
- How did early peoples cope with the harsh environment of the Southwest? **(AAPI)**
- What impact did the arrival of the Spanish have on the Southwest?
- How has the past influenced the culture and economy today?
- How does the Southwest contribute to the global science community?
- How did early peoples cope with the harsh environment of the Southwest?
- What drove people in and out of the Southwest?
- What role did geography of the West have in developing early cultures?
- Why did people migrate to the West?
- How have people reacted to changes and challenges in the West?
- How do natural resources drive the economy in the West?
- What makes the west a worldwide success?
- What draws people to the West?
- What can you infer about the impact of Juneteenth? **(AAH)**
- How do immigrants in this country honor their heritage? **(AAH) (AAPI)**

Knowledge and Skills:

Students will know...

- Key Terms: geography, economics, culture, history **(Research Companion Chapter 5)** aerospace, annex, arroyo, butte, experiment, geometric, interstate, mission, presidio, and sovereign **(Research Companion Chapter 6)** animation, arid, boomtown, continental divide, deforestation, internment camp, microchip, Pacific Rim, stagecoach, and stock market **(Research Companion Chapter 1 p. 50-51)** ethnic, heritage **(AAH) (AAPI)**
- Key Places: **(Research Companion Chapter 5)** Southwest states: Arizona, New Mexico, Oklahoma, and Texas, Territories of the United States: Guam, Virgin Islands, Puerto Rico, Northern Mariana Islands, and American Samoa. **(Research Companion Chapter 6)** the Western region states: Washington, Oregon, Idaho, Montana, Wyoming, Colorado, Utah, Nevada, California, Alaska, and Hawaii.
- Key People: **(Research Companion Chapter 5)** Nat Love, Georgia O'Keefe, Geronimo, and Sam Houston **(AAPI)** **(Research Companion Chapter 6)** Dolores Huerta, John Muir, Biddy Mason, and King Kamehameha I **(AAH) (AAPI)**
- Deserts, plains, and plateaus compose the geographic landscape of the Southwest.
- The climate across the Southwest region differs from state to state.
- There are fresh water sources available in the Southwest region.
- Desert ecosystems support plant and animal life; these deserts are home to a great variety of plants and animals.
- Native American settlement took place in the Southwest region eventually leading to conflict with the explorers. **(AAPI)**
- Explorations, missions, and revolts were a big part of the history of the Southwest region (Texas Revolution, Pueblo revolt vs. Spain). **(AAH) (AAPI)**
- The United States gained land by purchasing territories such as Guam, Virgin Islands, and Puerto Rico among others. **(AAH) (AAPI)**
- Science growth and development happen primarily in the Southwest region.
- Cowboys and cattle drives as well as ranchos are important aspects of life in the Southwest.

- There are a variety of attractions in the Southwest region including the Fort Worth Stockyards, The National Cowboy Museum, and the Grand Canyon.
- The Dust Bowl caused great hardship for the region during the time of the Great Depression.
- The Western Region is the most diversified in geographical features and climate of all the regions. (AAH) (AAPI)
- Earthquakes and volcanoes are existent in this region as a result of plates moving under Earth and ocean floors.
- The Arctic and Subarctic regions formed due to the glaciers that melted during the Ice Age.
- Life in the arctic regions was extremely challenging.
- There were several Native American groups that settled in the Western region; these groups had to adapt to life based on where they lived within the region. (AAPI)
- Many people traveled west to access and acquire new land; their journeys included many obstacles along the way. (AAH) (AAPI)
- The Gold Rush occurred from 1848-1849 attracting people to come find gold.
- The Gold Rush caused the population of this area to increase as well as diversity in the types of people that were settling there which led to conflict at times. (AAH) (AAPI)
- The stagecoach and telegraph were advancements in transportation and communication to move people, messages, and materials more quickly and effectively.
- The Transcontinental Railroad was also a transportation advancement to connect the entire country. However, it threatened the way of life of Native Americans who were settled in those areas and provided railroad workers with dangerous working conditions. (AAH) (AAPI)
- The Homestead Act was passed to attract more people to the Western region.
- The Chinese were taking over the Western region; many acts of legislation were passed to prevent more Chinese people from coming into the country. (AAPI)
- The Great Depression devastated the country in 1929 with one main cause of the depression being the crash of the stock market.
- Certain ethnic groups were sent out of the country during the Great Depression to create more jobs but then when men were sent over to fight in World War II, some of these groups were brought back to work in the United States. (AAH) (AAPI)
- The Japanese that settled in the western region were subject to discrimination and prejudice due to the Japanese involvement in Pearl Harbor. (AAPI)
- The Japanese were sent to internment camps to live. (AAPI)
- During WWII, opportunities for women began to grow.
- As a result of diverse geography and climate, the natural resources of the West are also diverse. (AAH) (AAPI)
- The West went from deforestation practices to strategically cutting down and regrowing trees to avoid getting rid of entire forests.
- Like other regions of the United States, the west has many attractions for people to visit and extensive history.
- The climate of the West allows them to be successful with growing crops.
- The West has had success due to the growth of movie production and Hollywood, hosting the Olympic Games in a number of its cities, and the focus on advancement in technology.
- The importance of Juneteenth and how it became the holiday it is today. (AAH)

Students will be able to...

- Describe the harsh environment of the Southwest and how early Native American groups adapted to it. (AAPI)
- Tell how Spanish explorers impacted Native Americans of the Southwest. (AAPI)
- Describe how the Southwest makes unique contributions to the United States' economy and culture.

- Tell how and why the region supports space research and exploration.
- Plan a TV show about what makes the Southwest unique.
- Identify natural geographic features of the Southwest.
- Describe different ecosystems found in the Southwest.
- Compare and contrast early peoples of the Southwest.
- Explain how early peoples of the Southwest used natural resources to survive in the harsh environment of the region.
- Analyze the role of gold in the history of the Southwest.
- Explain the purpose and impact of the Spanish mission system.
- Describe how people lived on ranchos.
- Detail the importance of Miguel Hidalgo and the effect of Mexican independence.
- Explain how the annexation of Texas and the end of the Mexican-American War changed the Southwest.
- Describe the effect cattle ranching had on the population and way of life in the Southwest.
- Detail how the actions of farmers in the Southwest helped create the Dust Bowl, and the effect the Dust Bowl had on the people of the region.
- Describe to a partner the special tourist attractions of a certain state in the Southwest.
- Explain how the different rodeo events were related to life in the Southwest, and tell how rodeos gained in popularity.
- Detail the influences on Southwest art and culture. (AAPI)
- Explain how the Southwest's geographic features made it an ideal location for astronomical observation, and why this is important to space exploration.
- Detail how Biosphere 2 contributed to making the Southwest important to the global science community.
- Explain how early peoples adapted to the geography and environment of the West. (AAH) (AAPI)
- Investigate why different groups of people migrated to the region.
- Analyze how people reacted to challenges during key regional and national events.
- Describe some natural resources of the West and how they affect the economy.
- Explain the industries of the region that contribute to its worldwide success.
- Explain how the geography and climate of the West affected early peoples living there.
- Describe how early peoples of the West used natural resources to survive.
- Engage in collaborative conversations comparing and contrasting the lives of various early peoples in the West.
- Identify the causes and effects of early European exploration in the West.
- Analyze the experiences of migrants in the West.
- Describe aspects of life in a mining camp.
- Detail how developments in transportation and communication impacted westward migration.
- Describe discriminatory laws aimed at Chinese immigrants and the resulting court cases against some of those laws. (AAPI)
- Identify what happened during the Great Depression and how it affected immigrants in the West.
- Explain how the entry of the United States into World War II led to internment camps for Japanese Americans and an increase in women entering the workforce. (AAPI)
- Detail the actions taken by activists to fight for equal rights. (AAH) (AAPI)
- Describe how logging companies manage deforestation.
- Identify unique natural features of national parks found in the West.
- Explain the significance of tourism to the West's economy.
- Detail the role of the Pacific Ocean in the climate of the West.
- Explain why the entertainment industry became so important to the West.
- Predict what the next advance in computer technology might look like.
- Describe what makes the West a good place to host the Olympic Games.
- Honor Juneteenth Celebrations. (AAH)

- Summarize how Juneteenth holiday got its name. (AAH)
- Draw conclusions about why immigrants still live in neighborhoods with other people who have come from the same country. (AAH)
- Make connections to keeping Juneteenth traditions alive. (AAH)
- Determine the benefits they think there can be with living in a neighborhood with people who immigrated from the same place. (AAH)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment
- IMPACT Chapter 5 Pretest
- IMPACT Chapter 5 Inquiry Project
- IMPACT Chapter 5 Assessment
- IMPACT Chapter 6 Pretest
- IMPACT Chapter 6 Inquiry Project
- IMPACT Chapter 6 Assessment
- IMPACT Chapter 1 p. 50-51 Juneteenth reflection/connection Assessment TM p. 90
- Informal Assessment: Stop & Check, Check for Success for each lesson
- Inquiry Journal: End of Lesson Report Your Finding & Connect to Essential Question Activity
- Vocabulary Assessments
- Inquiry Journal workbook pages for Chapter 5 and 6

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- IMPACT Inquiry Projects: Research Companion Chapter 5 *One of a Kind* Chapter 6 *Best of the West Documentary*
- Inquiry Journal & Research Companion components per lesson
- Turn and Talk: Impact News Articles
- Chapter 5 and 6 Song Connections activities with each lesson
- Daily Discussions
- Comparing Video Clips through McGrawHill Education online resources
- Chapter 5 and 6 Literature Connections
- Create Vocabulary Journals for vocabulary words using online forum like Quizlet
- Use Foldable Templates to take notes
- Chapter 5 Project Topic Ideas: Southwest ecosystems, Rock Formations, Animal Survival in Southwest ecosystems, Spanish missions, Southwest tourist attractions (AAH) (AAPL)
- Compare & Contrast Poster on Southwest & West Regions
- Create timelines of historical events
- Chapter 6 Project Topic Ideas: Westward Expansion, Gold Rush, Women’s Rights, Stock Market Crash, World War II/Pearl Harbor, Hollywood (AAH) (AAPL)

- Chapter 5 Southwest Writing Assignments: **(AAPI)**
 - Write a short newspaper article about an event that changed the Southwest, and how it affected people living in that region.
 - Write about the actions Native Americans and later settlers took to help them adapt to the Southwest's harsh climate.
 - Write a paragraph describing how Native Americans in the Southwest adapted to the region's unique environment.
 - Write about how the Southwest's cuisine, art, and music are unique.
 - Write a paragraph listing accomplishments in space exploration and how the environment and other factors of the Southwest made them possible.
Write about events and opportunities that attracted people to the region or discouraged them from moving to the region.
 - Write a short essay that describes how the arrival of the Spanish impacted North America.
- Chapter 6 West Writing Assignments: **(AAH) (AAPI)**
 - Write a journal entry describing daily life for a member of one of the Native American groups of the West.
 - Write about the reasons people migrated to the West.
 - Write an informational paragraph about how the lives of different groups of people in the United States changed during World War II.
 - Write an opinion about which natural resource is the most important and cite evidence from the text describing the role of agriculture in the West.
 - Create a postcard and write to explain how the attribute shown on the postcard is connected to the West's success.

RESOURCES

Teacher Resources:

- [Handbook for Reading Social Studies](#)
- [IMPACT News](#)
- [IMPACT Inquiry Projects](#)
- [IMPACT Videos](#)
- [IMPACT Song Connections](#)
- [BrainPOP](#)
- [ReadWorks Articles](#)
 - [Southwest Region Topics \(AAH\) \(AAPI\)](#)
 - [West Region Topics \(AAH\) \(AAPI\)](#)
- Achieve3000 through [CLEVER](#)
- Textbook: IMPACT Social Studies: Regions of the United States Chapter 5 and 6
- IMPACT Inquiry Journal for Chapters 5 and 6
- IMPACT Research Companion for Chapters 5 and 6
- IMPACT Explorer Magazine for Chapters 5 and 6
- IMPACT Research Companion for Chapters 1 p. 50-51
- McGraw Hill Education app through [CLEVER](#)
- Online Teacher Lesson Center
- Online Student Center

- Digital Worksheets through McGraw Hill
- Chapter 5 and 6 Summary/Review
- Chapter 5 and 6 Assessment
- Multimedia formats (powtoon, flipgrid, padlet, quizlet) Maps (online and in class)
- Online pages and activities
- Multimedia formats (powtoon, flipgrid, padlet, quizlet)

Equipment Needed:

- Access to the McGraw Hill Education App
- Chromebooks
- SmartBoard/Projector

