



Estell Manor School District

Social Studies Curriculum Grade 4

Statement of Purpose

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

FOURTH GRADE

Theme: "New Jersey: Past and Present"

CORE MATERIALS: Studies Weekly

UNIT	TIMELINE	STANDARDS	TOPICS	CORE IDEAS
CIVICS AND GOVERNMENT	Weeks 1-5	6.1.5.CivicsPI.1 6.1.5.CivicsPI.2 6.1.5.CivicsPI.3 6.1.5.CivicsPI.4 6.1.5.CivicsPI.6 6.1.5.CivicsPI.7 6.1.5.CivicsPD.1 6.1.5.CivicsDP.1 6.1.5.EconNM.1 6.1.5.EconNM.5 6.1.5.CivicsPI.8 6.1.5.HistoryCC.15 6.1.5.HistorySE.2 6.1.5.CivicsDP.3 6.1.5.CivicsHR.1 6.1.5.CivicsPD.4 6.1.5.CivicsPR.1 6.1.5.CivicsPR.2 6.1.5.CivicsPR.4 6.1.5.HistoryCC.3 6.1.5.CivicsCM.4	• Government • Important Documents • Citizens • Founders	Students will engage in learning about community, government, and their role as citizens. They will explore patriotism, citizenship, and the types of sources used for exploring history.
GEOGRAPHY	Weeks 6-13	6.1.5.GeoSV.1 6.1.5.GeoSV.3 6.1.5.GeoPP.4 6.1.5.GeoSV.2 6.1.5.GeoSV.4 6.1.5.GeoHE.1	• Themes of Geography • Map Skills • NJ's Regions • Regions of the USA • Connections between NJ, the USA, and the	Students will learn about the different facets of geography and apply their understanding to the world around them.

		6.1.5.GeoHE.2 6.1.5.GeoPP.3 6.1.5.GeoGI.1 6.1.5.GeoGI.4 6.1.5.EconNM.3 6.1.5.GeoPP.2 6.1.5.EconEM.4 6.1.5.GeoPP.1	World	
ECONOMY	Weeks 14-18	6.1.5.EconET.1 6.1.5.EconET.3 6.1.5.EconNM.7 6.1.5.EconEM.1 6.1.5.EconEM.2 6.1.5.EconEM.5 6.1.5.GeoSV.2 6.1.5.EconET.2 6.1.5.EconEM.3 6.1.5.EconEM.4 6.1.5.EconNM.2 6.1.5.EconNM.3 6.1.5.EconNM.1 6.1.5.EconNM.5 6.1.5.Econ.NM.6	• Needs and Wants • Resources • Economic Principles • New Jersey's Economy • Economic Systems	Students will explore the principles of economics and economic systems. They will learn about the economy of NJ and how the world is connected through economics.
INQUIRY	Week 19	6.1.5.CivicsCM.1 6.1.5.CivicsCM.2 6.1.5.CivicsCM.3 6.1.5.CivicsCM.4 6.1.5.CivicsCM.6	• Problem-Solving Inquiry	Students will use the inquiry process to answer questions about NJ and its history.
NATIVE AMERICANS	Weeks 20-22	6.1.5.GeoPP.5 6.1.5.HistoryUP.4 6.1.5.GeoGI.1 6.1.5.GeoGI.2 6.1.5.EconEM.1	• Societies of Pre-Columbian North America • Life in Pre-Columbian North America	Students will learn about the geography, government, and cultures of North American Indigenous peoples, including the Lenni Lenape.

		6.1.5.EconEM.5 6.1.5.HistoryUP.4 6.1.5.HistoryCC.6 6.1.5.HistoryCC.8	Native Americans of NJ	
EUROPEAN EXPLORATION AND COLONIZATION	Weeks 23-25	6.1.5.GeoPP.6 6.1.5.GeoSV.5 6.1.5.GeoHE.2 6.1.5.GeoGI.1 6.1.5.GeoGI.2 6.1.5.GeoGI.3 6.1.5.EconEM.6 6.1.5.EconNM.4 6.1.5.EconGE.5 6.1.5.HistoryCC.5 6.1.5.HistoryCC.10 6.1.5.HistoryUP.1 6.1.5.HistoryUP.3 6.1.5.HistorySE.1 6.1.5.HistoryCA.1 6.1.5.HistoryCC.2 6.1.5.HistoryCC.4 6.1.5.HistoryCC.7 6.1.5.HistoryCC.14 6.1.5.HistoryCC.1 6.1.5.HistoryCC.3		Students will learn about the exploration and colonization of the Americas, including NJ.
WAR IN THE AMERICAS	Weeks 26-29	6.1.5.GeoSV.5 6.1.5.GeoGI.1 6.1.5.HistoryCC.1 6.1.5.HistoryCC.2 6.1.5.HistoryCC.3 6.1.5.HistoryCC.4 6.1.5.HistoryCC.5 6.1.5.HistoryCC.10 6.1.5.HistoryCC.15	- French and Indian War - The Road to the Revolution - The American Revolution	Students will learn about important conflicts in the early history of North America, including the American Revolutionary War.

INNOVATORS AND INVENTIONS	Weeks 30-32	6.1.5.CivicsPI.1 6.1.5.GeoGI.2 6.1.5.HistoryCC.1 6.1.5.HistoryCC.2 6.1.5.HistoryCC.3 6.1.5.HistoryCC.4 6.1.5.HistoryCC.15 6.1.5.HistoryCC.9 6.1.5.CivicsCM.5 6.1.5.HistorySE.2	• A New Nation • NJ People and Inventions • Stories of the Symbols	Students will learn about the innovators who helped to create the new form of government in the new nation. They will also learn about NJ innovators and inventions and how national symbols came to be.
HOLIDAYS AND TRADITIONS	Ongoing/ As Time Allows	6.1.5.HistoryUP.7	• Varied	Students will explore national and international holidays, traditions, culture, and history.

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices		
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5. E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.4.A.1	Demonstrate effective input of text and data using an input device.

8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.

Unit 1: Northeast	Duration: September - October
Unit Summary • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • Cultures struggle to maintain traditions in a changing society. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	

- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.

NJ Student Learning Standards

6.1.4. A.13 Describe the process by which immigrants become United States citizens.

6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4. A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

6.1.4. B.7 Explain why some locations in New Jersey and the United States are more suited settlement than others.

6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

6.1.4. C.13 D Determine the qualities of entrepreneurs in a capitalistic society.

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 have played 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. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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.7 Explain the role of Governor William Livingston played in the development of New Jersey government.

6.1.4. D.9 Explain the impact of transatlantic 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.14 Trace how the American identity evolved over time.

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.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Interdisciplinary Skills

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.

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

RI.4.2 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.

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.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Technology

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.4.A.1 Demonstrate effective input of text and data using an input device.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.

21st Century Life and Career

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.2 Evaluate available resources that can assist in solving problems.

9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Students will understand that...

- Geography plays a major role in the diversity of individuals.
- By accepting diverse cultures society will continue to grow and improve.
- Technological advances in transportation, science, and the arts have shaped the growth of America.
- The environment shapes the American heritage.

Essential Questions

- What are the geographic differences and similarities in each region of the United States?
- Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?
- How do cultural differences in the United States relate to that of the world?

Evidence of Student Learning

Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
• NJ Research Project- each student chooses from a list one famous New Jerseyan whom they are responsible to research who, what, when, where, and why this person is famous for this region. • U.S. Geography: The Northeast - http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-northeast.cfm	Formative Assessments • Completing a map for the Northeast region • Graphic Organizers to compare and contrast • Research and present material for the Northeast region • Observations • Homework • Quizzes • Class Participation • Notebook Summative Assessments • Unit Projects and creating brochures of the Northeast region • PowerPoint to explore the Northeast region of the United States • Chapter Tests • Research Project Benchmark Assessment • Social Studies benchmark assessment

	Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Modified Tests/Quizzes/Classwork
Vocabulary erosion, natural resources, renewable resource, nonrenewable resource, glacier	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • Map skills - locate specific US Regions. • Differences and similarities between the regions. • Cultural differences throughout the United States. • The contributions made by historical figures. • Contributions to America's heritage. • That traditions and values have changed America. • How entrepreneurs have assisted our history. • Environmental and technological advances change and create opportunities. • Technology in communications has impacted our relationship with other cultures. • How to become a United States citizen.	<i>Students will be able to ...</i> • Utilize maps and technology to identify regions of the United States. • Compare and contrast regions of the United States. • Examine and relate regions to cultural characteristics. • Analyze global issues that affect their local area and how they compare to other regions.

● Global challenges exist and nations need to work together to resolve. ● The importance of views and opinions from around the world and appreciate individual differences. ● New Jersey ○ Landforms and climate ○ Human interaction ○ Locations suited for settlement ○ Major cities ○ Different regions with different economic opportunities ○ Transportation system ○ Governor's-first and current	
Instructional Plan	
Suggested Activities	Resources
Students will create a brochure of the region, highlighting important landforms, history, resources, and climate.	Google Slides Research information on the internet
Students will go on a virtual field trip, and write a journal entry of their experiences.	Chromebook Writer's Notebook or Google Document Pencil Post-its for taking notes
Websites	

https://www.brainpop.com/socialstudies/
http://www.readwritethink.org/
http://www.teach-nology.com/
https://education.nationalgeographic.com/
https://www.flocabulary.com/unit/regions-of-the-us/
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>
Suggested Options for Differentiation
English Language Learners • Language frame for writing portion of brochure • Pre Teach vocabulary using visuals and gestures

- Demonstrate or gesture
- Provide word bank

Gifted and Talented

- Higher level questioning
- Students design questions
- Provide choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

Basic Skills/Economically Disadvantaged/Students at Risk

- Guided small group to assist students with research and finding appropriate websites.
- Chunk texts
- Summarize as you go
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide students with a study guide before a test or quiz to help them prepare
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams

- Use graphic organizers to help students organize important information from a lesson
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	√	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5. E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing prograph.

Unit 2: Southeast	Duration: November - December
Unit Summary • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • Cultures struggle to maintain traditions in a changing society. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Immigrants can become and obtain the rights of American citizens.	

- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.

NJ Student Learning Standards

6.1.4. A.13 Describe the process by which immigrants become United States citizens.

6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

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. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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.14 Trace how the American identity evolved over time.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Interdisciplinary Skills

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.

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.

Technology

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.4.A.1 Demonstrate effective input of text and data using an input device.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

21st Century Life and Career

9.1.4.A.2 Identify potential sources of income.

9.1.4.B.2 Identify age-appropriate financial goals.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11. Use technology to enhance productivity..

Essential Understandings	Essential Questions
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<i>Students will understand that...</i> • Geography plays a major role in the diversity of individuals • By accepting diverse cultures society will continue to grow and improve. • Technological advances in transportation, science, and the arts have shaped the growth of America. • The environment shapes the American heritage.	• What are the geographic differences and similarities in each region of the United States? • How do cultures differ from region to region in the United States? • Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments

U.S Geography: The South -

<http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-south.cfm>

-Mississippi River

- Chesapeake Bay
 - Florida Everglades
 - southern Appalachian Mountains (Blue Ridge and Great Smoky mountains)
 - South Carolina's Sea Islands
- Briefly discuss the economy, culture, and geography of these Southern features. Help students become familiar with the terms *estuary*, *tributary*, *delta*, and *wetland* and their association with any of the five physical features being discussed. Review the terms *weather* and *climate*, and then discuss the South's general weather and climate with students.
- Divide the class into groups, and assign each one of the five physical features to research. Tell the groups to prepare an oral presentation for the class about their assigned feature. Each presentation should be a minimum of five minutes in length, maximum of 10 minutes. The presentations also should include the following aspects of each physical feature:
 - General overview of the feature, including its' location and geographic definition
 - Physical map of the area
 - A visual aid

Formative Assessments

- Completing a map for the Southeast region
- Graphic Organizers to compare and contrast
- Research and present material for the Southeast region
- Notebook

Summative Assessments

- Unit Projects such as making a brochure of the Southeast region
- PowerPoint to explore the Southeast region of the United States
- Chapter Tests
- Quizzes

Benchmark Assessment

- Social Studies benchmark assessment

Alternative Assessments

- Newscast
- Cloze paragraph
- Social Studies notebook

- | | |
|---|--|
| <ul style="list-style-type: none">○ Weather and climate of the area○ Environment, including types of animals and vegetation found in and around the area○ Economy○ Culture○ Current environmental, cultural, or economic issues | |
|---|--|

Vocabulary region, mountain, plain, boundary, weather	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • Map skills - locate specific US Regions. • Differences and similarities between the regions. • Cultural differences throughout the United States. • The contributions made by historical figures. • Contributions to America's heritage. • That traditions and values have changed America. • Global perspectives influence the U.S. • How entrepreneurs have assisted our history. • Environmental and technological advances change and create opportunities. • Technology in communications has impacted our relationship with other cultures. • How to become a United States citizen. • Global challenges exist and nations need to work together to resolve. • The importance of views and opinions from around the world and appreciate individual differences. • Information includes:	<i>Students will be able to ...</i> • Utilize maps and technology to identify regions of the United States. • Compare and contrast regions of the United States. • Examine and relate regions to cultural characteristics. • Analyze global issues that affect their local area and how they compare to other regions. • Compare and contrast similar topics and views from around the world.

○ Landforms and climate ○ Human interaction ○ Locations suited for settlement ○ Major cities ○ Different regions with different economic opportunities ○ Transportation system	
Instructional Plan	
Suggested Activities	Resources
Students will explore the important places in the Southeast region. This will serve as virtual field trips of special landmarks in the region. Students will explain the importance of the landmarks chosen and provide background information as well. This will demonstrate the student's understanding of the material.	Pencil
Students will write a travel itinerary highlighting places they would like to visit in the region. This will serve as a guide for discussion and will assist students in learning about the special features of each region.	Paper/Pencil (brochure)
Students will create a puzzle, as well as flashcards, of the region and exchange with peers to put the puzzle/flashcards together. This will demonstrate their understanding of the region.	Map printout Scissors Handouts Glue, Crayons

Students will create a map of a place they are familiar with. Students will use a map key and map features to describe this area. It can be their classroom, home, room, school, etc.	Construction paper, crayons/markers
Students will create a brochure to advertise a region of their choice. They will provide specific information about the features in that area that make it unique. They will encourage travels to visit this region's geography.	Plain paper, crayons, markers, previous research on region
Literature	
• Dancing Drum: A Cherokee Legend, by Terri Cohlene	
Websites	
https://www.brainpop.com/socialstudies/	
http://www.readwritethink.org/	
http://www.teach-nology.com/	
https://education.nationalgeographic.com/	
https://www.flocabulary.com/unit/regions-of-the-us/	
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Have students retell to assess comprehension
- Graphic organizers
- Summarize as you go
- Preview lessons
- Buddy reading of text

Gifted and Talented

- Teach cognitive and methodological skills
- Use centers
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Basic Skills/Economically Disadvantaged/Students at Risk

- Chunk texts

- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow IEP or 504 Plan
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Assess students assignments on quality over quantity
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use anchor charts in the classroom
- Use graphic organizers to help students organize important information from a lesson
- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply
21st Century Themes

Career Ready Practices

9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.

	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5. E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.

Unit 3: Midwest	Duration: January-February
Unit Summary • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Immigrants can become and obtain the rights of American citizens. • In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. • Awareness of their relationships to people, places, and resources in the local community and beyond.	

NJ Student Learning Standards

6.1.4. A.13 Describe the process by which immigrants become United States citizens.

6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

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. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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.14 Trace how the American identity evolved over time.

6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining 17 traditional beliefs and practices and adopting new beliefs and practices.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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.

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.

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.

Technology

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.4.A.1 Demonstrate effective input of text and data using an input device.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Geography plays a major role in the diversity of individuals • By accepting diverse cultures society will continue to grow and improve. • Technological advances in transportation, science, and the arts have shaped the growth of America. • The environment shapes the American heritage.	• What are the geographic differences and similarities in each region of the United States? • Why do geography, natural resources, climate, transportation, and technology affect economic opportunities? • How do cultural differences in the United States relate to that of the world?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
U.S. Geography: The Midwest - Students will learn about the geography of the Midwest, examine the importance of agriculture to the Midwest economy, and create billboards advertising agricultural products grown in the Midwest. http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-midwest.cfm	Formative Assessments • Completing a map for the Midwest region • Graphic Organizers to compare and contrast • Research and present material for the Midwest region • Observations • Homework • Class Participation • Summative Assessments • Unit Projects such as scrapbooking or

	making brochures of the Midwest region • Chapter Tests • Unit Tests • Quizzes Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work • Teacher Observations • Questions Starters • Modified Tests/Quizzes/Classwork
Vocabulary temperature, humidity, Great Lakes, elevation, harvested, longitude, latitude, deforestation, timberline, livestock, natural resources	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • Map skills - locate specific US Regions. • Differences and similarities between the regions.	<i>Students will be able to ...</i> • Utilize maps and technology to identify regions of the United States.

• Cultural differences throughout the United States. • The contributions made by historical figures. • Contributions to America’s heritage. • That traditions and values have changed America. • Global perspectives influence the U.S. • Environmental and technological advances change and create opportunities. • Technology in communications has impacted our relationship with other cultures. • How to become a United States citizen. • Global challenges exist and nations need to work together to resolve. • The importance of views and opinions from around the world and appreciate individual differences. • Information includes: ○ Landforms and climate ○ Human interaction ○ Locations suited for settlement ○ Major cities ○ Different regions with different economic opportunities	• Compare and contrast regions of the United States. • Examine and relate regions to cultural characteristics. • Analyze global issues that affect their local area and how they compare to other regions.
Instructional Plan	
Suggested Activities	Resources
Students will create a scrapbook/poster of their experiences. This will serve as a “memory” of their adventures through the region. Students will also provide background information on the landmarks	Chromebook/computer

visited to demonstrate understanding of material. This will help students to describe this region and support them when explaining their learning to their peers.	
Students will create a brochure to teach their family and friends about the important features of the Midwest region. Students will choose five important characteristics of that region and describe these concepts and illustrate them.	Paper, coloring utensils
Literature	
• I Have Heard of a Land, by Joyce Carol Thomas • The Big Rivers: The Missouri, the Mississippi, and the Ohio, by Bruce Hiscock	
Websites	
https://www.brainpop.com/socialstudies/	
http://www.readwritethink.org/	
http://www.teach-nology.com/	
https://education.nationalgeographic.com/	
https://www.flocabulary.com/unit/regions-of-the-us/	
Modifications	

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Provide extra time
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Provide video of the subject
- Preview lessons
- Graphic organizers
- Highlight key words
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide word bank

Gifted and Talented

- Compact the curriculum
- Allow gifted children to assume ownership of their own learning through curriculum acceleration.
- Students design questions
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Retell and restate key ideas

Special Education/504

- Follow IEP on 504 Plan
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
X	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	√	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5. E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.

8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
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Unit 4: Southwest	Duration: March-April
Unit Summary • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	

- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.

NJ Student Learning Standards

6.1.4. A.13 Describe the process by which immigrants become United States citizens.

6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4. A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

6.1.4. C.13 Determine the qualities of entrepreneurs in a capitalistic society.

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. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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.14 Trace how the American identity evolved over time.

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.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Interdisciplinary Skills

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.

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.

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.

1.1.5. C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

1.3.5. C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

Technology

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.4.A.1 Demonstrate effective input of text and data using an input device.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.

21st Century Life and Career

9.1.8.A. Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A. Relate earning power to quality of life across cultures.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Essential Questions

<i>Students will understand that...</i> ● Geography plays a major role in the diversity of individuals ● By accepting diverse cultures society will continue to grow and improve. ● Technological advances in transportation, science, and the arts have shaped the growth of America. ● The environment shapes the American heritage.	● What are the geographic differences and similarities in each region of the United States? ● Why do geography, natural resources, climate, transportation, and technology affect economic opportunities? ● How do cultural differences in the United States relate to that of the world?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
● Southwest Native Americans Web Quest - https://sites.google.com/site/swnativeamericanswebquest/Home ○ Students will conduct research on the first Native Americans to settle into the region. Students will then take research and create Google Slideshow and teach peers about what they've learned. ● Create a journal or diary of their virtual field trips that students took throughout this region, highlighting what they learned from each specific landmark.	Formative Assessments ● Completing a map for the Southwest region ● Graphic Organizers to compare and contrast ● Research and present material for the Southwest region ● Observations ● Homework ● Quizzes ● Class Participation ● Notebook ● Portfolio Summative Assessments

	• Unit Projects such as scrapbooking or making brochures of the Southwest region • PowerPoint or WebQuest Presentation to explore the Southwest region of the United States • Chapter Tests • Unit Tests • Problem Based Learning Projects Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary Desert, savannah, canyon, recycle, human resources	
Knowledge and Skills	
Content	Skills

<i>Students will know....</i> ● Map skills - locate specific US Regions. ● Differences and similarities between the regions. ● Cultural differences throughout the United States. ● The contributions made by historical figures. ● Contributions to America's heritage. ● That traditions and values have changed America. ● Global perspectives influence the U.S. ● How entrepreneurs have assisted our history. ● Environmental and technological advances change and create opportunities. ● Technology in communications has impacted our relationship with other cultures. ● How to become a United States citizen. ● Global challenges exist and nations need to work together to resolve. ● The importance of views and opinions from around the world and appreciate individual differences. ● Information includes: ○ Landforms and climate ○ Human interaction ○ Locations suited for settlement ○ Major cities ○ Different regions with different economic opportunities ○ Transportation system	<i>Students will be able to ...</i> ● Utilize maps and technology to identify regions of the United States. ● Compare and contrast regions of the United States. ● Examine and relate regions to cultural characteristics. ● Analyze global issues that affect their local area and how they compare to other regions. ● Compare and contrast similar topics and views from around the world.
Instructional Plan	

Suggested Activities	Resources
Students will watch a video of the region to learn information about different landmarks. Students will collaborate with peers and describe the most important features of this region.	https://www.scholastic.com/teachers/blog-posts/beth-newingham/region-tour/
Students will locate where they've been in the region using a thumbtack. This will help students to visually see the different areas they have been studying. Students can create a brief text box, to accompany the thumbtack, with the most important facts about that region to keep on display in their classroom.	Thumbtack map
Students will write a postcard to another friend highlighting the attributes of the region. Students will draw a picture of the distinguishing feature of the region and will describe these important features to their friend. They will describe to their friend why they should visit this region.	Paper Pencil
In small groups, students can create displays of important attributes of this region. Students can then act out a short play using these theatrical elements (setting, theme, time) to take their classmates on a tour or field trip to this region. Students will share information in this short play about the region they have learned about.	Craft materials, paper, information about the region
Literature	
• The Colorado River, by Carol B. Rawlins • Old Blue, by Sibyl Hancock • In Search of the Grand Canyon: Down the Colorado with John Wesley Powell, by Mary Ann Fraser	
Websites	

https://www.brainpop.com/socialstudies/
http://www.readwritethink.org/
http://www.teach-nology.com/
https://education.nationalgeographic.com/
https://www.flocabulary.com/unit/regions-of-the-us/
Modifications Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>
Suggested Options for Differentiation

English Language Learners

- Allow open book tests and quizzes
- When student is asked to answer questions, indicate page in text where answer can be found
- Use cooperative learning with heterogeneous groups
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide word bank

Gifted and Talented

- Explore many points of view about contemporary topics.
- Allow opportunity to analyze and evaluate material
- Provide opportunities for gifted children to interact with other gifted children across grade levels and schools through competitions or collaborative projects.
- Accelerate the mastery of skills through testing-out procedures

Basic Skills/Economically Disadvantaged/Students at Risk

- Provide “mini-lessons” when needed
- Role play/simulations/drama
- Highlight text
- Inquiry-based instruction
- Word wall

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Allow students to verbalize before beginning tasks and lab experiments
- Repeat the directions for students as often as needed
- Allow wait time for students

- Provide visual aids to support concepts being taught, such as diagrams
- Redirect student and provide frequent breaks as needed

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
X	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

X	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5. E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
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8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

Unit 5: West	Duration: May-June
Unit Summary • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. • Cultures struggle to maintain traditions in a changing society. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Economic opportunities in New Jersey and other states are related to the availability of resources and technology. • Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. • The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Immigrants can become and obtain the rights of American citizens.	

- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.

NJ Student Learning Standards

6.1.4. A.13 Describe the process by which immigrants become United States citizens.

6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4. A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

6.1.4. C.13 Determine the qualities of entrepreneurs in a capitalistic society.

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. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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.14 Trace how the American identity evolved over time.

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.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Interdisciplinary skills

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.

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.

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.

Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5. E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.4.A.1 Demonstrate effective input of text and data using an input device.

8.1.5.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.

21 Century Life and Career

9.1.4.A.2 Identify potential sources of income.

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> • Geography plays a major role in the diversity of individuals • By accepting diverse cultures society will continue to grow and improve. • Technological advances in transportation, science, and the arts have shaped the growth of America.	• What are the geographic differences and similarities in each region of the United States? • Why do geography, natural resources, climate, transportation, and technology affect economic opportunities? • How do cultural differences in the United States relate to that of the world?

• The environment shapes the American heritage.	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
As a class, the students will create an Amazing Race challenge for another class. Students are put into production groups to create a show segment for The Amazing Race. Each group will: • Represent the different United States regions. • Investigate the various types of geographical regions (e.g., political regions, economic regions, landform regions, vegetation regions) • Create a digital poster or poster board presentation to be posted on classroom wiki for study reference • Include an “artifact ” (e.g. geographic tools/ technologies, stories, songs, and pictures) to further describe their specific region. As a class, students will present their final product and regional artifacts to another class as an Amazing Race challenge. Ultimately, the students will reflect on what they learned and write about how do other regions in the United States influence their lives? PBL From: http://www.leadingpbl.org/w/page/41619609/Amazing%20Race--US%20Regions	Formative Assessments • Completing a map for the West region • Graphic Organizers to compare and contrast • Research and present material for the West region • Observations • Homework • Quizzes • Class Participation • Notebook • Portfolio Summative Assessments • Unit Projects such as scrapbooking or making brochures of the West region • PowerPoint or WebQuest Presentation to explore the West region of the United

	States • Chapter Tests • Unit Tests • Problem Based Learning Projects • Benchmark Benchmark Assessment • Social Studies benchmark assessment Alternative Assessments • Group Work/Class Discussion Rubric • Teacher Observations • Questions Starters • Participation Rubric • Modified Tests/Quizzes/Classwork • Social Studies notebook
Vocabulary	
island, map key, compass, longitude, Rocky Mountains	
Knowledge and Skills	
Content	Skills
<i>Students will know....</i> • Map skills - locate specific US Regions.	<i>Students will be able to ...</i>

• Differences and similarities between the regions. • Cultural differences throughout the United States. • The contributions made by historical figures. • Contributions to America's heritage. • That traditions and values have changed America. • Global perspectives influence the U.S. • How entrepreneurs have assisted our history. • Environmental and technological advances change and create opportunities. • Technology in communications has impacted our relationship with other cultures. • How to become a United States citizen. • Global challenges exist and nations need to work together to resolve. • The importance of views and opinions from around the world and appreciate individual differences. • Information includes: ○ Landforms and climate ○ Human interaction ○ Locations suited for settlement ○ Major cities ○ Different regions with different economic opportunities ○ Transportation system	• Utilize maps and technology to identify regions of the United States. • Compare and contrast regions of the United States. • Examine and relate regions to cultural characteristics. • Analyze global issues that affect their local area and how they compare to other regions. • Compare and contrast similar topics and views from around the world.
Instructional Plan	
Suggested Activities	Resources

Students will create a blog about information they've learned from the West region and respond to each other.	Chromebook
Students will take a virtual field trip of Yellowstone National Park and create a brochure.	Chromebook Paper Crayons/Markers https://www.youtube.com/watch?v=DY9OIg03SI8
Students will research the similarities and differences between Alaska and Hawaii and create a Venn Diagram.	Chromebook Books Construction Paper
Students will view a video and use that information in conjunction with the information they learned from other resources throughout the unit to create a brochure describing the important features/characteristics of that region.	U.S. Geography: The West - http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-west.cfm
Literature	
• Nine for California, by Sonia Levitin • Glaciers, by John Wart Gordon • Seeds of Hope: The Gold Rush Diary of Susanna Fairchild, California Territory, 1849, by Kristiana Gregory	
Websites	
https://www.brainpop.com/socialstudies/	
http://www.readwritethink.org/	
http://www.teach-nology.com/	
https://education.nationalgeographic.com/	

Modifications

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- Accept participation at any level, even one word
- Highlight key words
- Pre Teach vocabulary using visuals and gestures
- Chunk text
- Cloze activities
- Use visuals
- Provide word bank

Gifted and Talented

- Compact and accelerate content

- Allow time for in-depth exploration
- Expose to sophisticated vocabulary
- Challenged student with questions that require a higher level of response.
- Ask open-ended questions that stimulate inquiry, active exploration, and discovery.
- Provide options, alternatives and choices to differentiate and broaden the curriculum

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach vocabulary
- Heterogeneous groups
- Flexible/strategic grouping
- One-to-one teacher conference throughout project completion

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Check for students understanding often with formal, informal, verbal, and nonverbal measures
- Provide students with additional time to complete assignments
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson
- Provide students with a study guide about the information they will be assessed on for a test or quiz
- Teach and model note taking strategies to assist student when reading their social studies textbook
- Teach and model strategies to learn and practice reinforce new vocabulary words