

SS Unit 2: Map Skills and The Regions of New Jersey (Grade 4)

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Marking Period 1**
Length: **7-8 Weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.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.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.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.
LA.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.
LA.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.
LA.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.
LA.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.
LA.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.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.4.2.E	Provide a conclusion related to the information or explanation presented. Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
SOC.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).
SOC.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.
SOC.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.
SOC.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).
SOC.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.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do people influence and impact the quality of life?
- How do the Five Themes of Geography help apply geographic knowledge of the understanding of the land features, transportation, settlement, and lifestyles of the four geographic regions of New Jersey?

- How does technology impact change?
- How have humans adapted to and changed their environment?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Places are jointly characterized by their physical and human properties.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

Content

Students will be able to:

- Identify and use various types of maps.
- Identify and understand the use of a compass rose.
- Make a map of Sea Girt and develop a route and directions to their homes.
- Identify and explain the 5 themes of geography.
- Describe the land and climate of NJ.
- Define natural resources and identify some of those found in New Jersey.
- Describe the four land regions of New Jersey.
- Discuss how changes in the earth and the interrelationship between land and water shaped New Jersey's geography and geological history.
- Explain how people have used and changed the land for their benefit.
- Explain the importance of the national and state parks of New Jersey for understanding our state's history and unique cultural landscape, and why their preservation is important.
- Understand why people work and reside in the area they do.
- Explain the impact of canals, highways, and railroads on New Jersey's economy.

Resources

- New Jersey, USA textbook (Chapters 2-4)
- ActivBoard Flipcharts
- Map and Atlas Skills Book
- Various maps of New Jersey, the United States, and the world

