

# Unit 5- Regions: The Northeast

Content Area: **Social Studies**  
Course(s):  
Time Period: **JanFeb**  
Length: **4 Weeks - Grade 4**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Social Studies, Grade Four**

## **The Northeast**

**Belleville Board of Education**

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## **Unit Overview**

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Chapter five provides detailed information about the Northeast region of the United States. The content within the chapter focuses on the land, resources, growth, and changes in the region. In addition, the chapter provides information about the Northeast today. Students explore these topics using primary sources and critical thinking skills.

(Reference myWorld Interactive, Chapter 5)

## **Enduring Understanding**

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- The Northeast has unique landforms, bodies of water, resources, and weather.
- The Northeast has played an important role in the early history of the United States.
- Immigrants helped shape the culture and economy of the Northeast and were instrumental in its growth.

- The Northeast has many urban areas and centers of commerce.

## **Essential Questions**

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### **Lesson 1: The Land of the Northeast**

- What are the physical characteristics of the Northeast region?
- What is the difference between coastal and mountain areas of the region?
- How can a physical map show landforms?
- Which bodies of water are in the Northeast?

### **Lesson 2: Resources in the Northeast**

- Which resources are plentiful in the Northeast region of the United States?
- What agricultural products come from the Northeast?
- Which features contribute to tourism in the Northeast?

### **Lesson 3: Birthplace of the Nation**

- What were the interactions like between American Indians and early settlers?
- What role did the colonies of the Northeast play in the American Revolution?
- How did abolitionists and advocates for women's rights influence the country?

### **Lesson 4: Growth and Change in the Northeast**

- What are the different waves of immigration?
- How did immigration impact the Northeast region and the United States?
- Which nineteenth-century inventions and advances in technology helped industry grow?
- What were the causes and effects of the reform movement?

### **Lesson 5: The Northeast Today**

- What factors contributed to the growth of cities in the Northeast?
- What is the difference between urban and rural lifestyles in the Northeast?
- Which landmarks are in the Northeast?
- How have cities changed over time?

## **Exit Skills**

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- Apply and accurately use domain-specific words in context.
- Make generalizations about the Northeast's coast.
- Identify how people in the Northeast use resources.
- Determine why immigrants come to cities in the Northeast.
- Explain how places in the Northeast were important to the history of our nation.
- Describe industries that have become important in the Northeast.
- Compare and contrast the experience of immigrant children today to the experience of immigrant children in the 1800's.
- Explain how the climate affects the people who live in the Northeast.

## **New Jersey Student Learning Standards (NJSLS-S)**

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SOC.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.
SOC.6.1.4.B.CS4	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
SOC.6.1.4.B.CS5	Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.

## **Interdisciplinary Connections**

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LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.4.3	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.4.7	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.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.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.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.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

## Learning Objectives

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### Lesson 1: The Land of the Northeast

- Analyze the physical characteristics of the Northeast region.
- Distinguish between coastal and mountain areas of the region.
- Explain how a physical map can show landforms.
- Identify the bodies of water in the Northeast.

### Lesson 2: Resources in the Northeast

- Evaluate the resources that are plentiful in the Northeast region of the United States.
- Identify which agricultural products come from the Northeast.
- Evaluate the features that contribute to tourism in the Northeast.

### Lesson 3: Birthplace of the Nation

- Analyze the interactions between American Indians and early settlers.
- Determine the role colonies of the Northeast played in the American Revolution.
- Determine how abolitionists and advocates for women's rights influenced the country.

### Lesson 4: Growth and Change in the Northeast

- Identify the different waves of immigration.
- Determine how immigration impacted the Northeast region and the United States.
- Analyze the nineteenth-century inventions and advances in technology that helped industry grow.
- Evaluate the causes and effects of the reform movement.

### Lesson 5: The Northeast Today

- Identify the factors that contributed to the growth of cities in the Northeast.
- Differentiate between urban and rural lifestyles in the Northeast.
- Identify the landmarks in the Northeast.
- Determine why cities have changed over time.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine

Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

### **Chapter 5: Regions: The Northeast**

- Rap About It
- Quest Project-Based Learning

#### **Lesson 1: The Land of the Northeast**

- Jumpstart Activity
- Interactivity

#### **Lesson 2: Resources in the Northeast**

- Jumpstart Activity
- Interactivity

### **Lesson 3: Birthplace of the Nation**

- Jumpstart Activity
- Interactivity
- Primary Source

### **Lesson 4: Growth and Change in the Northeast**

- Jumpstart Activity
- Interactivity
- Literacy Skills

### **Lesson 5: The Northeast Today**

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills
- Citizenship

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### **Evidence of Student Learning - Checking for Understanding (CFU)**

#### **Evidence of Student Learning with Checking for Understanding (CFU):**

- Fist-to-Five
- Exit Tickets
- Evaluation Rubrics
- Self-assessments
- Quizzes
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluating
- Describe
- Define
- Compare and Contrast
- Question Stems
- Study Guide
- Think, Pair, Share



- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources & Materials**

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myWorld Interactive

## **Ancillary Resources**

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Social Studies Weekly, Scholastic News, Time for Kids, YouTube/TeacherTube, National Geographic Kids, History Channel, National Archives, Smithsonian Education

## **Technology Infusion**

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SMARTboard, PowerPoint, Prezi, Social Media, relevant YouTube/TeacherTube videos, myWorld Interactive Digital Component, laptops, Google Maps, WebQuests, Kahoot, Quia

## **Alignment to 21st Century Skills & Technology**

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### **21st Century Skills & Technology:**

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

## **21st Century Skills/Interdisciplinary Themes**

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### **21st Century/Interdisciplinary Themes:**

- Communication and Collaboration
  - Information Literacy
  - Media Literacy
  - Life and Career Skills
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
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- Communication and Collaboration
  - Creativity and Innovation
  - Critical thinking and Problem Solving
  - ICT (Information, Communications and Technology) Literacy
  - Information Literacy
  - Life and Career Skills
  - Media Literacy

## **21st Century Skills**

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### **21st Century Skills:**

- Global Awareness
- Environmental Literacy
  
- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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### **Differentiations:**

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Use vocabulary cards, vocabulary activities, vocabulary review, and vocabulary glossary.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments
- Pairing oral instructions with visuals
- Teacher reads assessments aloud
- Small group instruction
- Small group assignments
- Repeat directions
- Use manipulative
- Study guides

## **Intervention Strategies**

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### **Intervention Strategies:**

- Decreasing the amount of work required
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Providing study guides
- Allowing students to correct errors
- Allowing products to demonstrate student's understanding
- Modifying tests

- Allowing the use of note cards or open-book during test
  - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test
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- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing students to select from given choices
  - allowing the use of note cards or open-book during testing
  - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
  - decreasing the amount of work presented or required
  - having peers take notes or providing a copy of the teacher's notes
  - marking students' correct and acceptable work, not the mistakes
  - modifying tests to reflect selected objectives
  - providing study guides
  - reducing or omitting lengthy outside reading assignments
  - reducing the number of answer choices on a multiple choice test
  - tutoring by peers
  - using authentic assessments with real-life problem-solving
  - using true/false, matching, or fill in the blank tests in lieu of essay tests
  - using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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### **Special Education Learning Adaptations:**

- Additional time for skill mastery
  - Preview of vocabulary
  - Have student repeat directions to check for understanding
  - Modified test length
  - Check work frequently for understanding
  - Shortened assignments
  - Extended time on assessments
  - Modified assessments
  - Use open book, study guides
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- printed copy of board work/notes provided
  - additional time for skill mastery
  - assistive technology

- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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### **English Language Learning Adaptations:**

- Using videos, illustrations, pictures and drawing to explain or clarify
  - Providing study guides
  - Allowing students to correct errors
  - Allowing products to demonstrate student's learning
  - Modifying assessments
  - Allowing the use of note cards or open-book during testing
- 
- teaching key aspects of a topic. Eliminate nonessential information
  - using videos, illustrations, pictures, and drawings to explain or clarify
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
  - allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## Sample Lesson

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: