

Unit 9- Regions: The West

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies, Grade Four

The West

Belleville Board of Education

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Unit Overview

Chapter nine provides detailed information about the West region of the United States. The content within the chapter focuses on the landforms, climate patterns, resources, growth, and the West today. Students explore these topics using primary sources and literacy skills.

(Reference myWorld Interactive, Chapter 9)

Enduring Understanding

- The West has a variety of landforms, climates, and unique resources that have shaped the way of life of people in the region.
- The West was home to many American Indian groups before Spanish settlers arrived.
- The West has many ports and trades with countries that border the Pacific Ocean.

Essential Questions

Lesson 1: A Varied Land

- What major landforms are located in the West?
- What physical processes result in volcanic activity, earthquakes, hot springs and geysers, and the formation of islands in the West?
- How are the lakes and rivers in the West similar?

Lesson 2: Climate of the West

- What areas in the West have the hottest, coldest, and more moderate climates?
- Which areas have high and low precipitation in the West?
- What physical processes are responsible for the rain shadow effect?
- How does the climate affect plant and animal life in the West?

Lesson 3: Western Resources

- How do the major natural resources in the West create income?
- Why are mines important to the West?
- What products do the agricultural lands in the West produce?
- What is the purpose of canals and dams in the West?
- Why is the sea an important resource in the West?

Lesson 4: Growth of the West

- Which American Indian groups have lived in the West?
- How did Spanish exploration and colonization lead to the development of the West?
- How did the settlement of people from elsewhere in the United States and abroad impact the history of the West?
- How did U.S. expansionism and trade lead to the acquisition and eventually statehood of Hawaii and Alaska?
- How did cities in the West grow?

Lesson 5: The West Today

- What is the West's economy like today?
- Why is trade important to the economy of the West, especially trade with other nations that border the Pacific Ocean?

- Why is the West a good area for ports to import and export goods?
- What challenges does the West face today?
- What challenges might the West face in the future?
- How might the West meet those challenges?

Exit Skills

- Apply and accurately use domain-specific words in context.
- Identify landforms that can be found in the West.
- Determine which state is the leading producer of agricultural products in the nation.
- Compare the landforms of Hawaii and the Cascade Range.
- Analyze how American Indians of the West used natural resources.
- Analyze the effects of the Cascade rain shadow.
- Evaluate why the West continues to grow.
- Compare and contrast the resources of Alaska and Hawaii.
- Determine how people in the West are affected by resources.

New Jersey Student Learning Standards (NJSL-S)

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.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.

Interdisciplinary Connections

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.

Learning Objectives

Lesson 1: A Varied Land

- Identify major landforms located in the West.
- Analyze physical processes that result in volcanic activity, earthquakes, hot springs and geysers, and the formation of islands in the West.
- Compare how lake and rivers in the West are similar.

Lesson 2: Climate of the West

- Categorize areas in the West that have the hottest, coldest, and more moderate climates.
- Distinguish between areas with high and low precipitation in the West.
- Analyze the physical processes that are responsible for the rain shadow effect.

- Justify how the climate affects plant and animal life in the West.

Lesson 3: Western Resources

- Determine how the major natural resources in the West create income.
- Analyze the importance of mines in the West.
- Identify the products produced by the agricultural lands in the West.
- Justify the purpose of canals and dams in the West.
- Analyze why the sea is an important resource in the West.

Lesson 4: Growth of the West

- Research American Indian groups that have lived in the West.
- Analyze how the Spanish exploration and colonization led to the development of the West.
- Assess how the settlement of people from elsewhere in the United States and abroad impacted the history of the West.
- Explain how U.S. expansionism and trade led to the acquisition and eventually statehood of Hawaii and Alaska.
- Determine how cities grew in the West.

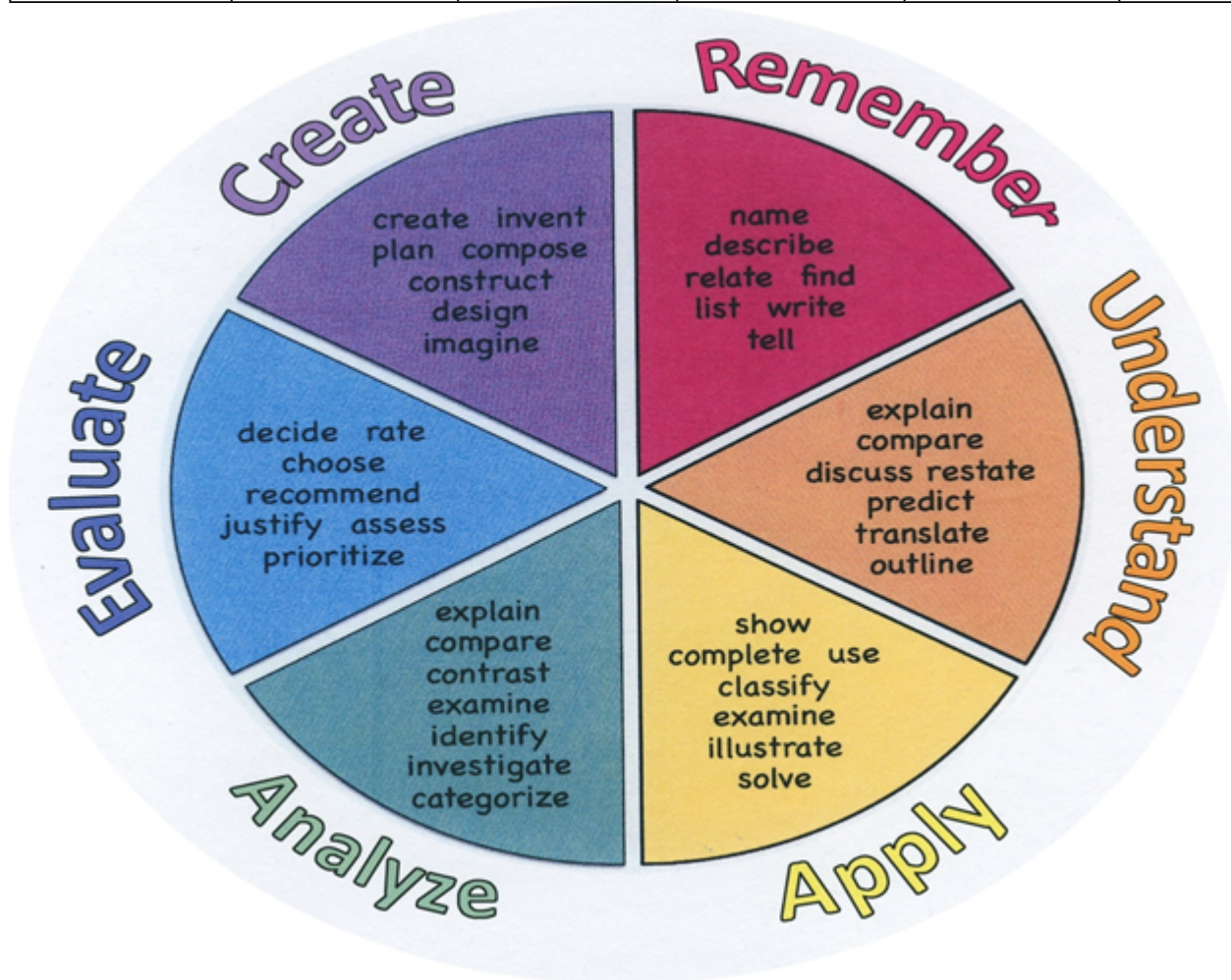
Lesson 5: The West Today

- Compare and contrast the West's economy today to long ago.
- Determine the importance of trade to the economy of the West, especially trade with other nations that border the Pacific Ocean.
- Justify why the West is a good area for ports to import and export goods.
- Evaluate the challenges the West faces today.
- Predict what challenges the West might face in the future.
- Determine how the West might meet those challenges.

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 9- Regions: The West

- Rap About It
- Quest Project-Based Learning

Lesson 1: A Varied Land

- Jumpstart Activity
- Interactivity

Lesson 2: Climate of the West

- Jumpstart Activity
- Interactivity

Lesson 3: Western Resources

- Jumpstart Activity
- Interactivity
- Literacy Skills

Lesson 4: Growth of the West

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills

Lesson 5: The West Today

- Jumpstart Activity
- Interactivity
- Primary Source
- Citizenship

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

myWorld Interactive

Ancillary Resources

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

Technology Infusion

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

21st Century Skills & Technology:

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

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

- 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

21st Century Skills:

- Global Awareness
- Environmental Literacy

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

Differentiation

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

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

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)

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

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: