

Unit 1- Geography of the United States

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Belleville Public Schools

Curriculum Guide

Social Studies - Grade Four

Geography of the United States

Belleville Board of Education

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Unit Overview

Chapter one provides detailed information about the geography of the United States. The content within the chapter focuses on the land, regions, weather, climate, resources, and people of the United States. Students explore these topics using primary sources and map skills.

(Reference myWorld Interactive, Chapter 1)

Enduring Understanding

- Geography refers to the people, places, and natural features of an area.
- The United States is divided into five regions.

- Each region has different landforms and climates.
- Landforms are the shapes that make up the Earth's surface.
- Climate is the pattern of weather in a place over a period of time.
- Many factors affect climate.
- The United States is a nation that is rich in resources.
- The environment impacts how and where people live and adapt.

Essential Questions

Lesson 1: Land and Regions in the United States

- How does geography affect the way we live?
- What are characteristics of each region in the United States?
- How do natural features affect boundaries?

Lesson 2: Weather and Climate

- How is climate different from weather?
- What factors contribute to climate?
- Why is there a climate difference in each of the five regions?

Lesson 3: Regions and Resources

- How are natural resources, capital resources, and human resources different?
- How are renewable and nonrenewable resources similar and different?
- Why should people conserve resources?

Lesson 4: People and the Land

- How does the environment impact where and how people live?
- How do people adapt to the environment?
- How has technology harmed and improved the environment?

Exit Skills

- Apply and accurately use domain-specific words in context.
- Explain how regions and landforms can be related.
- Compare and contrast weather and climate.
- Classify natural, human, and capital resources.
- Differentiate between renewable and nonrenewable resources.
- Determine how and why regions have different climate.
- Evaluate how geography affects the way people live.

New Jersey Student Learning Standards (NJSLS-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.5	Describe how human interaction impacts the environment in 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.
SOC.6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
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.
SOC.6.1.4.B.CS6	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.

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.4.2	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.4.7	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.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
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.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.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Learning Objectives

Lesson 1: Land and Regions in the United States

- Locate and describe landforms and bodies of water in the United States.
- Differentiate between the five regions of the United States and identify some of their characteristics.
- Determine how natural features sometimes provide the basis for state and national boundaries.
- Generate reasons why regions are based on many different features.

Lesson 2: Weather and Climate

- Distinguish climate from weather.
- Determine factors that contribute to climate, such as wind, temperature, and precipitation.
- Analyze the climate differences in the five regions of the United States.

Lesson 3: Regions and Resources

- Analyze and classify natural resources, capital resources, and human resources.
- Distinguish between renewable and nonrenewable resources.
- Evaluate why people conserve resources.

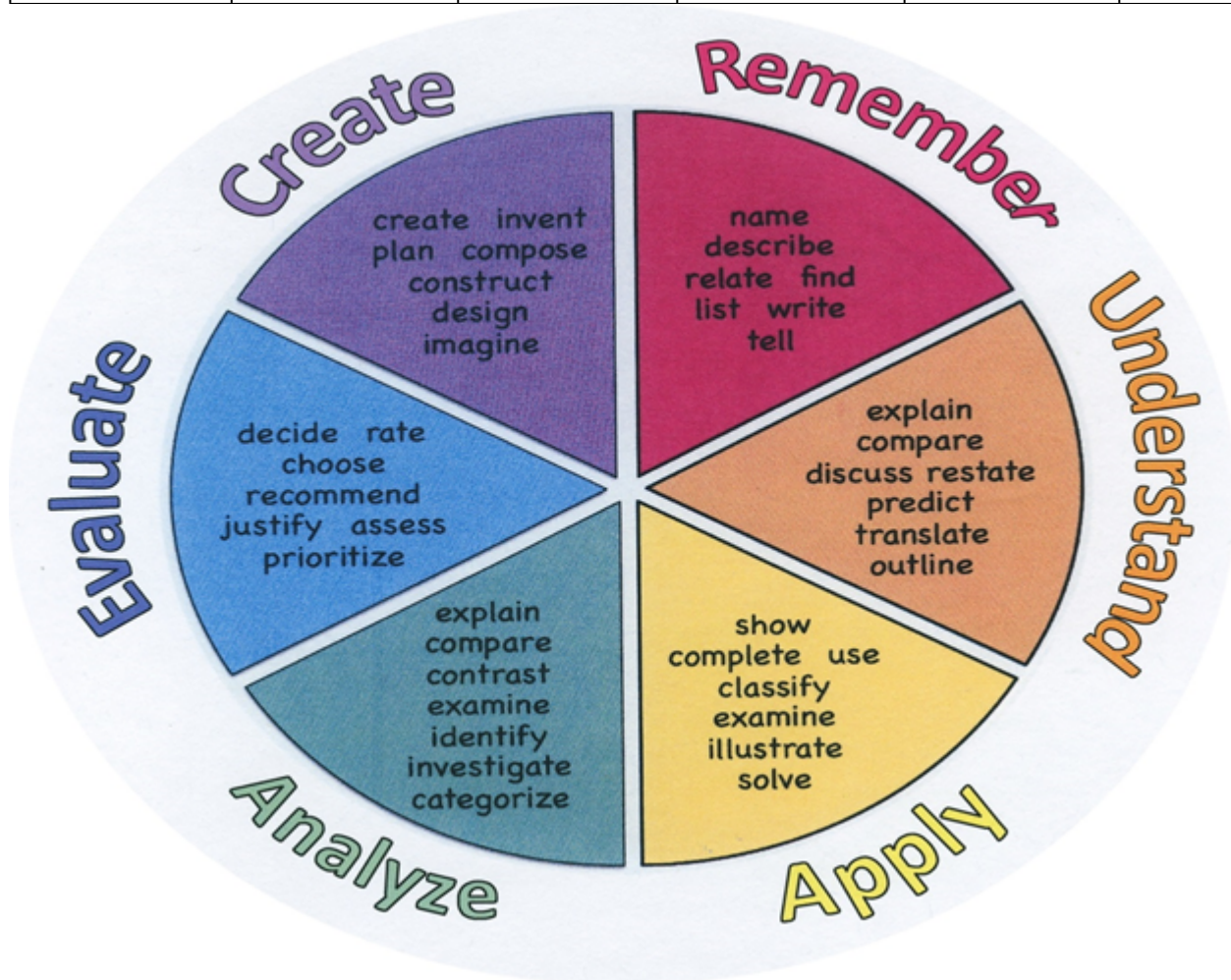
Lesson 4: People and the Land

- Evaluate how the environment impacts where and how people live.
- Analyze how people adapt to the environment.
- Analyze the way technology has both harmed and improved the environment.

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 1: Geography of the United States

- Rap About It
- Quest Project-Based Learning

Lesson 1: Land and Regions in the United States

- Jumpstart Activity
- Interactivity
- Primary Source

Lesson 2: Weather and Climate

- Jumpstart Activity
- Interactivity
- Map and Graph Skills

Lesson 3: Regions and Resources

- Jumpstart Activity
- Interactivity
- Literacy Skills
- 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

Smart TV, PowerPoint, Prezi, Social Media, relevant YouTube/TeacherTube videos, myWorld Interactive Digital Component, Chromebooks, 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
-
- 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

- 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

Unit Name: Geography of the United States- Lesson 1: Land and Regions in the United States

NJSLS: See Link Below

Interdisciplinary Connection: Reading, Writing, Speaking & Listening

Statement of Objective: SWDAT determine how landforms attract visitors to the United States by writing a letter to a friend explaining the natural beauty of the landform and the types of recreational activities the landform offers using acquired knowledge from the text.

Anticipatory Set/Do Now: Prepare to read by introducing the vocabulary and academic vocabulary from the lesson. Preview the chapter vocabulary by listening to "Rap About It!"

Learning Activity: Use anticipatory set to focus on the meaning of landforms. Engage in a picture walk on pages 6-7 to identify different types of landforms in the United States. Students will participate in the Jumpstart activity by discussing different landforms located in their hometown and drawing the landforms they've seen. Use activity to make connections to the Big Question statement for the lesson. In whole group, read aloud "Landforms and Bodies of Water." During reading, ask questions to monitor students' understanding about the content of the text. After reading, further students' knowledge by exploring more landforms and bodies of water using the INTERACTIVITY component. Next, explain directions for the writing task. Model writing a letter discussing the natural beauty of the landform and the types of recreational activities the landform offers. Allot students time to complete the task and time to share in whole group.

Student Assessment/CFU's: See Link Below

Materials: myWorld Interactive book, pencils, paper, SMARTBoard

21st Century Themes and Skills: See Link Below

Differentiation/Modifications: See Link Below

Integration of Technology: myWorld Interactive online components

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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.
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