Unit 8: Regions: The Southwest

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade Social Studies

Unit 8: The Southwest

Belleville Board of Education

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Unit Overview

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

(Reference myWorld Interactive, Chapter 8)

Enduring Understandings

- The Southwest has a variety of landforms, climates, and unique resources that have shaped the way of life of people in the region.
- The Southwest was home to many American Indian groups before Spanish settlers arrived.
- The Southwest has a scarcity of water and must utilize recent technological advancements to provide enough water for everyone.

Essential Questions

Lesson 1: Southwestern Land and Water

- What states are located in the Southwest?
- What type if landscape and geographical features make up the Southwest region?
- Why is the Grand Canyon unique?
- What are the causes and effects of erosion?
- How do natural resources found in the Southwest influence the economy?

Lesson 2: Climate of the Southwest

- Why does the climate of the Southwest vary from one area to another?
- Where do tornadoes occur?
- What plants and animals are common to the Southwest?
- How does elevation of the western part of the region differ from the eastern part?
- How does the elevation in the western and eastern part of the Southwest affect plant life and human activities?

Lesson 3: The Southwest's Past

- What American Indian groups lived in the Southwest?
- What was the culture of American Indians like that lived in the Southwest?
- What roles did early explorers of the Southwest play in the development of the region?
- How did the colonial period influence Spanish missions?
- What attracts people to the Southwest?

Lesson 4: Growth of the Southwest

- What factors contributed to the growth of the Southwest throughout history?
- How did the settlement of the Southwest affect the American Indians who lived there?
- What caused the rise of cattle ranching, the oil industry, and other industries of the Southwest?

Lesson 5: Life in a Dry Land

- Why is water important to humans?
- What are the main sources of water in the Southwest?
- How have people adapted to the climate of the Southwest?
- Why is water conservation important?
- How can people conserve water?

Exit Skills

By the end of Chapter 8, students will be able to:

- Apply and accurately use domain-specific words in context.
- Identify and locate different landforms.
- Sequence the history of events in the Southwest.
- Explain how the Southwest's history affects its culture.
- Explain why cowhands drove cattle north on trails.
- Describe the effects of Spindletop.
- Identify reasons why many Americans moved to Texas after 1821.
- Determine how the people of the Southwest were affected by where they lived.

New Jersey Student Learning Standards (NJSLS)

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

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.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.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).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Learning Objectives

Lesson 1: Southwestern Land and Water

- Identify states located in the Southwest.
- Describe the landscape and geographical features that make up the Southwest region.
- Determine why the Grand Canyon is unique.
- Analyze the causes and effects of erosion.
- Evaluate how natural resources found in the Southwest influence the economy.

Lesson 2: Climate of the Southwest

- Analyze why the climate of the Southwest varies from area to area.
- Identify where tornadoes occur in the Southwest.
- Categorize plants and animals that are common to the Southwest.
- Contrast the elevation in the western and eastern parts of the Southwest.
- Determine how the elevation in the western and eastern part of the Southwest affect plant life and human activities.

Lesson 3: The Southwest's Past

- Research American Indian groups that lived in the Southwest.
- Analyze the culture of American Indians that lived in the Southwest.
- Determine the roles early explorers of the Southwest played in the development of the region.
- Evaluate how the colonial period influenced Spanish missions.
- Explain what attracts people to the Southwest.

Lesson 4: Growth of the Southwest

- Determine which factors contributed to the growth of the Southwest throughout history.
- Evaluate how the settlement of the Southwest affected the American Indians who lived there.
- Analyze the cause of the rise of cattle ranching, the oil industry, and other industries of the Southwest.

Lesson 5: Life in a Dry Land

- Determine why water is important to humans.
- Locate and describe the main sources of water in the Southwest.
- Analyze how people have adapted to the climate of the Southwest.
- Justify why water conservation is important.
- Generate ways people can conserve water.

Suggested Activities & Best Practices

Chapter 8- Regions: The Southwest

- Rap About It
- Quest Project-Based Learning

Lesson 1: Southwestern Land and Water

- Jumpstart Activity
- Interactivity
- Map and Graph Skills

Lesson 2: Climate of the Southwest

- Jumpstart Activity
- Interactivity

Lesson 3: The Southwest's Past

- Jumpstart Activity
- Interactivity

Lesson 4: Growth of the Southwest

- Jumpstart Activity
- Interactivity
- Literacy Skills

Lesson 5: Life in a Dry Land

- Jumpstart Activity
- Interactivity
- Primary Source
- Citizenship

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

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

- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- Nonfiction texts (The Southwest)
- National Geographics Kids (U.S. States)
- NewsELA (The Southwest)

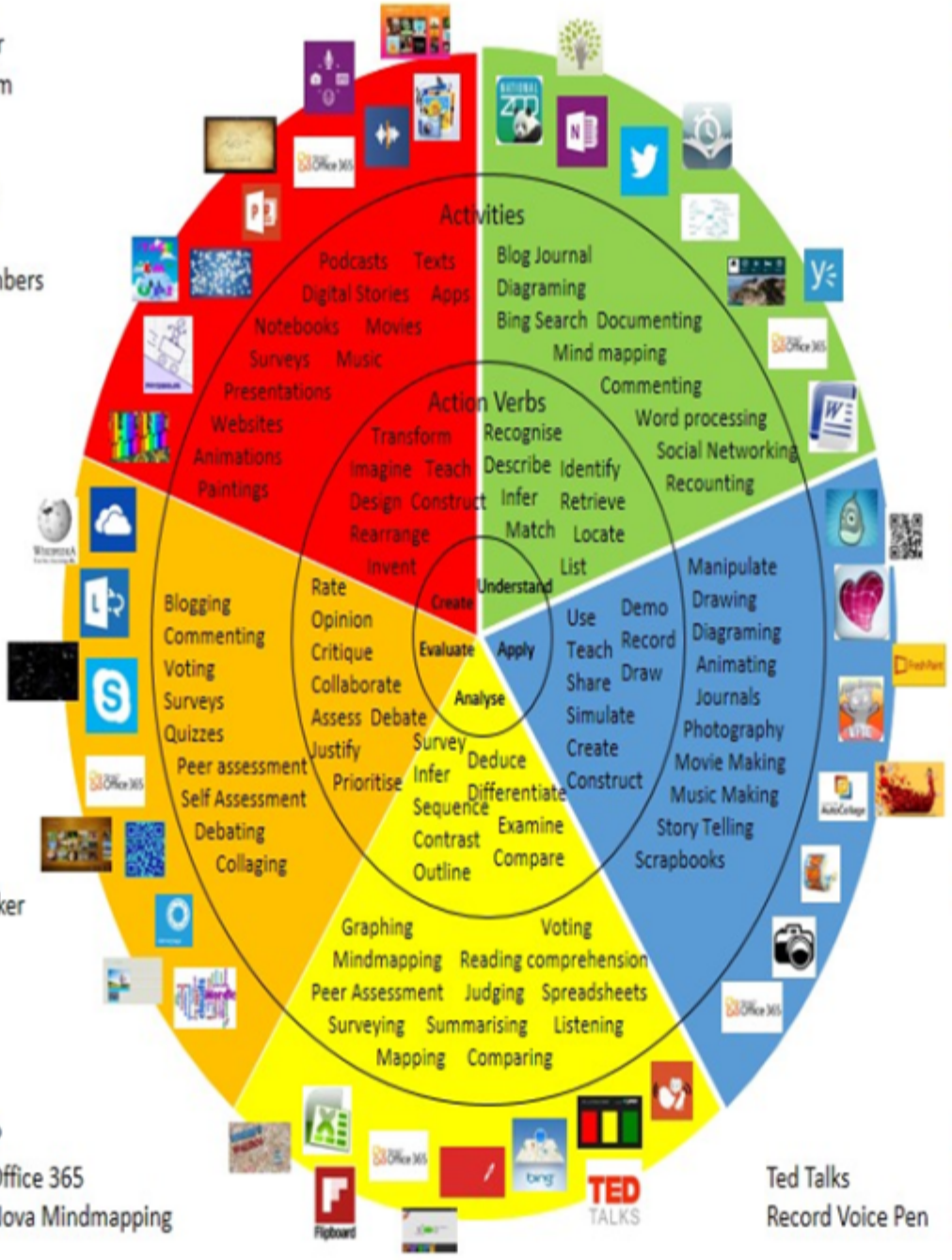
Technology Infusion

- Webquest (The Southwest)
- Kahoot (The Southwest)
- Google Earth

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

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

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- 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.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- 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 workpresented 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

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

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: