Unit 9: Regions: The West

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade Social Studies

Unit 9: The West

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Natalie Minichini

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary 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 Understandings

- 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

By the end of Chapter 9, students will be able to:

- 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 (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: 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.

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

See the myWorld Activity Guide for additional resources and activities.

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 West)
- National Geographics Kids (U.S. States)
- NewsELA (The West)

Technology Infusion

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

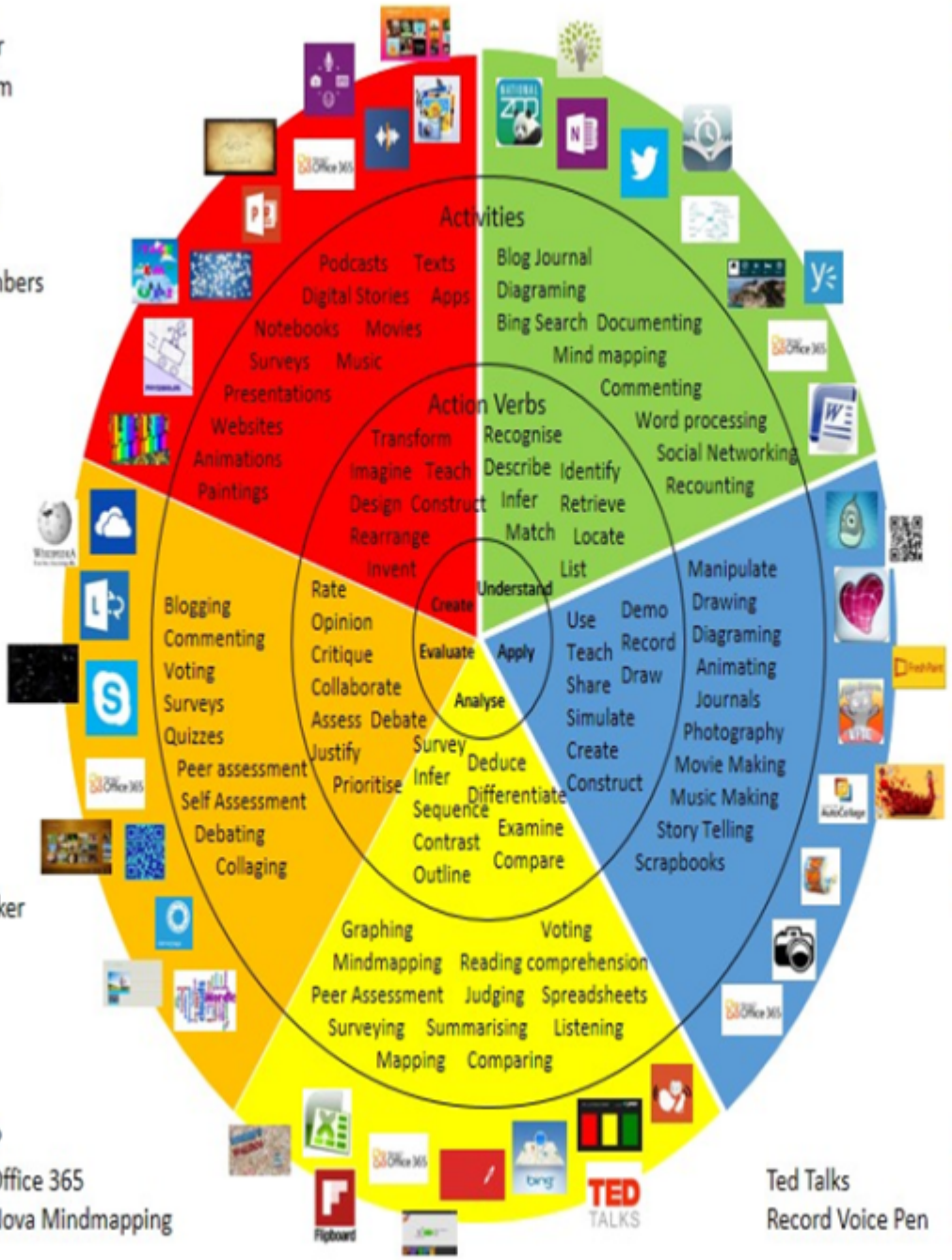
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
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: