GR 4 Unit 4 The Midwest

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **Quarter 3**
Status: **Published**

Unit Overview

Unit Title: The Midwest

Essential Question:

Why do we call the Midwest America's Heartland?

How has farming changed over time?

Standards

6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5.EconNE.1	Explain the ways in which the government pays for the goods and services it provides.
6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Materials/Activities/Resources

Core materials: Social Studies Alive! Regions of Our Country: https://subscriptions.teachtci.com/staff/sign_in

Social Studies Alive! Regions of Our Country Primary Source Library: https://subscriptions.teachtci.com/shared/programs/425/reference_materials?selected_unit_id=387&tag=Primary+Source+Library

Supplemental Resources:

Newsela Social Studies Compendium: https://newsela.com/signin

https://newsela.com/read/govt-EPA-climate-midwest/id/28476/ (Climate Change in the Midwest)

Flocabulary: www.Flocabulary.com

The most applicable grades for the **Amistad curriculum** units are offered here:
http://www.njamistadcurriculum.net/history/units

GRADE 4 LESSON 6: A BOAT TOUR OF THE SOUTHEAST-Explain the Impact of Tran-Atlantic Slavery; musical and culinary contributions; discussion of segregation and birth of civil rights movement

LESSON 3: THE PEOPLING OF THE UNITED STATES How African American Arrived in America/Civil Rights Movement

The most applicable Lessons for **Holocaust Curriculum units** are offered here:

GRADE 4 SECOND STEP SOCIAL EMOTIONAL LEARNING CURRICULUM: Learning appropriate response to emotions and problem solving skills; teaching anti-bullying skills as well empathy and compassion, focusing on perspective and understanding differences

GRADE 4 LESSON 3: THE PEOPLING OF THE UNITED STATES: Increasing awareness of diversity and contribution of multiple cultures

LESSON 5: POPULATION DENSITY and LIFE in the NORTHEAST: Increasing awareness of demographic and societal differences in lifestyles

The most applicable lessons for **Asian American/Pacific Islander Units**

GRADE 4 LESSON 3: THE PEOPLING OF THE UNITED STATES: Settlement and contribution of Asian Americans

LESSON 4: TOUR OF NORTHEAST: Cultural diversity in New York City

The most applicable lessons for **Climate Change** are offered here:

GRADE 4 LESSON 7: THE EFFECTS OF GEOGRAPHY ON LIFE IN THE SOUTHEAST: The importance of and threats to natural resources, agriculture, effects of dangerous weather

LESSON 8: A TOUR OF THE MIDWEST: How land has changed, farming has changed as land has now been industrialized

Technology

Full list on district teacher page

Map resources:

https://mapmaker.nationalgeographic.org/

https://earth.google.com/web/

Assessment

Formative Assessment

- Teacher Observation
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Lesson Tests
- Unit Tests
- RSTs
- Essays

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA

- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- Leveled texts in NewsELA

Interdisciplinary Connections

Cross-curricular: Writing in History Standards.

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.