# GR 4 Unit 7 Inquiry: Studying Your State

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **Quarter 2 (optional as can be embedded throughout))**
Status: **Published**

## Unit Overview

Unit Title: Inquiry: Studying Your State

Essential Question: How can I use inquiry to learn about my state? What could you learn about your states using the approach of the social scientists?

## Standards

## 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

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

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| 6.1.5.CivicsPD.2 | Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). |
| | Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. |
| | There are different processes for establishing rules and laws. |
| 6.1.5.CivicsPR.1 | Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. |
| | Geography, People, and the Environment: Human Population Patterns |
| 6.1.5.GeoPP.2 | 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. |
| | Geography, People, and the Environment: Human Environment Interaction |
| | Economics, Innovation, and Technology: Economic Ways of Thinking |
| 6.1.5.EconET.3 | Explain how scarcity and choice influence decisions made by individuals, communities, and nations. |
| 6.1.5.EconEM.2 | Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). |
| 6.1.5.EconEM.4 | Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. |
| | History, Culture, and Perspectives: Continuity and Change |
| | Interactions of people and events throughout history have shaped the world we experience today. |

## 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.