Grade 4: Unit 1 - The Geography of New Jersey

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **6 Weeks**
Status: **Published**

Unit Overview

In this unit students will understand that New Jersey is part of the Northeast region of the United States and has four regions of its own. Our state has a variety of the landforms, including mountains, hills and plains. There are many waterways throughout New Jersey that are important for both transportation and recreation. New Jerseyans use our many natural resources in a wide variety of ways.

Transfer

- Apply various comprehension strategies to connect and make meaning with text
- Cite text evidence from the text to support meaning
- Make meaningful connections to personal experiences.
- Transfer vocabulary acquisition usage across content
- Use text features (maps, diagrams, headings, tabels, etc.) to interpret text

Meaning

Understandings

Students will demonstrate the following understandings:

- The climate and physical features of New Jersey affect the way its people work and live.
- In New Jersey, there are several distinct regions, each with its own culture, resources, politics, and geography.
- The people of New Jersey have made choices about how to use the state's unique natural resources.
- Human interaction has affected the environment in New Jersey and the United States.

Essential Questions

Students will keep considering..

How does geography affect our lives? In what ways are human geography and physical geography connected? What features can be used to identify the regions of New Jersey? How do the people of New Jersey change the environment to meet their needs?

Application of Knowledge and Skill

Students will know...

Students will know...

- New Jersey is located in the northeastern United States and is one of the Middle Atlantic States.
- New Jersey's physical geography is varied with different landforms.
- New Jersey has a moderate climate with seasonal changes is the winter, spring, summer, and fall.
- New Jersey has four geographic regions based on physical environment and location.

Students will be skilled at...

Students will be skilled at...

- reading and analyzing maps
- making comparisons and connections
- drawing inferences
- summarize

Academic Vocabulary

- maps
- physical maps
- political maps
- latitude
- longitude
- environment
- regions
- natural resources
- landforms

- waterways

Learning Goal #1

- Describe how the geography of New Jersey affects where people live and work.

SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
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.8	Compare ways people choose to use and distribute natural resources.
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.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Target 1

SWBAT read and interpret physical and political maps of New Jersey.

Target 2

SWBAT identify and describe the landforms of New Jersey.

Target 3

SWBAT explain the importance of waterways in New Jersey and how they connect us with the rest of the world.

Learning Goal #2

- Compare characteristics of New Jersey's regions based on physical environment.

Target 1

SWBAT identify the regions of the United States and four regions of New Jersey.

Learning Goal #3

- Describe how human impact and natural resources impact the environment of New Jersey.

Target 1

SWBAT describe how natural resources and human interaction impacts the environment.

Target 2

SWBAT to explain how people have altered the environment for industry and activities.

Target 3

SWBAT identify the cause and effects of environmental problems that are present in New Jersey and the possible solutions.

Summative Assessment

All assessments are differentiated and aligned to social studies standards and curriculum. Alternate assessments may include projects or presentations and/or a unit assessment/test.

Teacher made tests

COMMON SUMMATIVE ASSESSMENTS (TAKEN ON LINKIT!)

Assessment 1: Chapter 1

Proficiency Scale

Formative Assessment and Performance Opportunities

Pearson Realize- Chapter 1

Editable Test Form A

Editable Test Form B

- academic games
- DBQ

- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment
- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

21st Century Life and Careers

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Content Accomodation:

Ready, Set, Teach Podcast- Chapter 1: The Geography of New Jersey

Chapter 1 Leveled Readers:

Cornelius Vanderbilt, Builder of Railroads

The Business Empire of Cornelius Vanderbilt

Cornelius Vanderbilt: American Entrepreneur

ELL Accomodation:

Pearson MyWorld Online Spanish Student Edition

- additional practice/remediation
- cross-curricular extension activities
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments
- student generated research projects

Unit Resources

Pearson MyWorld: New Jersey Digital Text

- Print Resources: My World Social Studies New Jersey (Pearson)
- Online websites such as but not limited to:
- Videos (online or DVD)
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response Systems
- Sources prevelant to the geography of Monroe Township)primary cource)

Digital Resources:

1. NJ Amistad Curriculum: Unit One - Social Studies Skills - http://www.njamistadcurriculum.net/history/unit/social-studies-skills

2. New Jersey Lessons - Listing of classroom lessons for K-12: http://civiced.rutgers.edu/njlessons.html

Interdisciplinary Connections

LA.RL.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.4.1	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.4.3	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.
4-ESS3-1.ESS3.A	Natural Resources