Sept. Gr. 4 TCI Unit 1-Discovering the Social Sciences

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

The Four Core Social Sciences

Exploring Regions of the United States

The Peopling of the United States

Enduring Understandings

The United States is split into five regions. Each named after its location in the United States. Social scientists help us learn about the history, economics, civics, and geography of each of these regions.

Essential Questions

How can the four core social sciences help us learn about our region of the country?

What do social scientists do?

How do geographers study the regions of the United States?

How have different groups contributed to the United States?

Instructional Strategies & Learning Activities

Lesson 1: The Four Core Social Sciences

Essential Question:

What do social scientists do?

Vocabulary:

economy

geography

history

political science

Preview:

Watch a video clip of a self-driving car, and talk about economics, geography, civics, and history.

Activities:

Read text and complete interactive student notebook activities:

-Take on the role of each type of the four social scientists by examining artifacts in the classroom.

-Each student brings four personal artifacts to class, such as an old family photograph or an advertisement for a toy they would like to purchase. Students discuss the artifacts from the perspective of each of these social science traditions: economics, geography, political science, and history. They learn that the social sciences offer powerful ways to understand individuals and society.

-Create a web diagram about the social sciences.

-Choose two of the four social sciences and complete their associated writing or drawing activities:

Write a short story about ways you could make your own money.
Decide which state you might like to live in when you are an adult. Draw a map of the state.
Explain why you might want to live in this state.
Write a note to your principal in which you suggest an improvement to your school grounds. In your note, explain why your opinion should matter.
Create a timeline of your mother, father, or guardian's past.

Study Your State:

Let's answer this question: *What was life like for the first people in your state?*

Step 1: Research who the first people in your state were.

Step 2: Think of supporting questions. Use the library or Internet to answer your questions.

Step 3: Make a poster about the first people in your state.

Display your posters for other students to see.

Reading Further:

Students explore how archaeologists use artifacts to understand the past.

Processing:

Students complete a project specific to a social scientist of their choosing.

Lesson 2: Exploring Regions of the United States

Essential Question:

How do geographers study the regions of the United States?

Vocabulary:

basin, coastal plain, global grid, inland, line of latitude, line of longitude, map key, plateau, region, scale, special-purpose map

Preview:

Examine images and videos of people in various parks around the United States.

Students draw a map of their own home showing its different "regions."

Activities:

Students interpret a series of special-purpose maps depicting five regions of the United States and attempt to identify the locations at which five images of the United States were taken.

Learn the basic skills of a geographer and use those skills to answer questions about different regions.

Examine different U.S. regions, and use special-purpose maps to evaluate proposed locations for recreational parks.

Use special-purpose maps to figure out where to build recreational parks in different regions.

Research and describe a real recreational park in the United States.

Study Your State:

Let's create a map of a region of our state.

Step 1: Draw an outline of our state. Also draw a compass rose and lines of latitude and longitude.

Step 2: Gather sources to help you label physical features and regions on your map.

- Research different physical features (bodies of water, mountains, and other landforms). Draw and label these features on your map.
- Research the state capital and and major cities. Label them on your map.
- Research different regions in your state. Label them on your map.

Step 3: Research a region in your state.

- Choose a region. Think of questions that can help you understand how the region's features affect how people live.
- Research answers to these questions.
- Write a few paragraphs to answer this question: *How do the region's features affect people who live there?*

Reading Further:

Students discover why the Mississippi River is the most important river in the United States. [30 min]

Processing

Students use their new map skills to explore three locations of their choice. [45 min]

Choose one of the regions described in this section. Write a letter to a fourth-grade class in that region. What questions will you ask about their way of life?

Lesson 3: The Peopling of the United States

Essential Question:

How have different groups contributed to the United States?

Vocabulary:

the Americas, colony, culture, democracy, diverse, immigrant

Preview:

Read and analyze Emma Lazarus's poem "The New Colossus."

- First, listen to the poem and read along.
- Next, close your eyes and listen again. What images come to mind?
- What is this poem about?
- What picture does it paint of immigrants coming to the United States?

Activities:

1)Analyze the following primary sources. Draw four images that come to mind after analyzing each source.

-Quote by Chief Seattle about his experiences in the early 1800s in western Washington.

-A corrido about Gregorio Cortez's experiences in southern Texas in the late 1800s.

-A poem by Walt Whitman, a 19th-century writer from New York.

-A poem by Paul Laurence Dunbar, an African American who lived in Ohio at the turn of the 20th century.

-A poem carved on the wall of a detention center in California by an anonymous Chinese immigrant.

2) Read about each group of people.

3) Create a poem, song, or speech about your own family and its experiences.

Study Your State:

Let's create a sales pitch to convince people to move to our state.

Step 1: Think of questions that will help you find out why people settled in your state. Make a list of three questions you want to answer.

Step 2: Research the answers to your questions. Record the sources for your answers.

- You can interview a neighbor or family members.
- You can go to a library and read diaries by people who moved to your state.
- You can look at websites about your state and read history books.

Step 3: Prepare a sales pitch to encourage people to move to your state.

- Give facts to support your statements. Include information about why people moved to your state.
- Plan a poster that helps you make your point.

Integration of Career Readiness, Life Literacies and Key Skills

9.2.5.CAP	Career Awareness and Planning
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Technology and Design Integration

8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

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.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Struggling: Give students extra time to work on vocabulary and become familiar with the new language introduced in the lesson. Provide them with a printed copy of the vocabulary and definitions. Allow them to use this as a resource throughout the lesson. During the Reading Further activity, read the feature aloud to students and explain any new vocabulary.

Advanced: Have students think of various places that they would like to visit across the country. Have them write to both the visitors bureau of each state and the chamber of commerce for each city and ask for information. When they get a response, have them locate the place on a classroom map of the United States, using a sticky note or thumb tack. Display the information and materials they receive when the class studies the appropriate region.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

End of unit assessment test

Quiz game questions

TCI Packet guided exploration

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Class discussion

Teacher Observation

project supervision

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See above.

Instructional Materials

TCI Social Studies Alive Textbook series

materials for projects as needed

Standards

6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors,

	taxpayers).
6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
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.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
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.
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
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.3	Describe how supply and demand influence price and output of products.
6.1.5.EconNE.5	Explain how the availability of private and public goods and services is influenced by the

	government and the global economy.
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.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.