April updated Gr.4 TCI Unit 6-The West

Content Area: **Social Studies**
Course(s):
Time Period: **April**
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Unit Overview

A Tour of the West

Cities of the West

Enduring Understandings

The American West is a vast region that stretches thousands of miles and includes many amazing geographic features, from tall mountains to endless salt flats. The cities can also sport many different features and characteristics too.

Essential Questions

What is it like to live in the West region and how does it compare to my own?

What are the features that have drawn people to the West?

What attracts people to the cities of the West?

Instructional Strategies & Learning Activities

Lesson 12: A Tour of the West

Essential Question:

What are the features that have drawn people to the West?

Vocabulary:

expedition, geyser, gorge, pass, technology

Preview:

Follow these steps to complete the Geography Challenge of the West:

1. Get a Geography Challenge card from your teacher.

2. Use the maps to look for answers.
3. Label the map with the number of the Geography Challenge and its answer.
4. Check your work.
5. Repeat steps 1–4 until you've answered all 12 Geography Challenge cards.

Activites:

Complete a scavenger hunt while touring the West and learn why people are drawn to each location.

1. With a partner, get ready to explore nine locations in the West.
2. At your first stop, read through the scavenger hunt clues to answer the questions in your Activity Notes.
3. Skim the section of text that corresponds with that stop.
4. In your Activity Notes, answer the focus question: What features draw people to this area?
5. Repeat Steps 2–4 to complete all nine stops.

6. **Wrap-Up**

   Discuss:

   - What stops did you find most interesting on your tour of the West?
   - If you had to settle in one of the nine places in the West that you "visited," which would it be and why?
   - Were there any common features between all or most of the stops that have drawn people to the West?

Show What You Know:

Review the Summary. Then complete this formative assessment.

Research your favorite stop on the tour of the West to discover three new interesting facts about it.

Study Your State:

STUDY YOUR STATE

Let's answer this question: *What is special about your state?*

Step 1: Research popular tourist attractions, celebrations, and symbols that are special to your state. Write down information you find in your notebook.

Step 2: Using your research, create a presentation about your state. Include images that show the sites, celebrations, and symbols you have chosen.

Step 3: Using the materials you have created, present to your class why your state is special.

Lesson 13: Cities of the West

Essential Question:

What attracts people to the cities of the West?

Vocabulary:

mint, oasis

Preview:

Watch a video trailer that sets up the next activity with landmarks in western cities.

Watch this video and discuss:

- What has happened to landmarks in western cities?
- What is a “shrink ray” and what was it used for?
- Who are the suspects and what did they do?

Read the Introduction. Watch the video again and discuss:

- What might you be doing in this lesson?
- What cities will you learn about during this activity?

Activites:

Solve a case of missing landmarks to learn more about western cities.

1. Read Sections 1–7.
2. Collect one piece of evidence on an Activity Card.
3. Work with your partner to determine which landmark the piece of evidence is tied to.
4. Complete the appropriate row in your Activity Notes.
5. Repeat Steps 2–4 until you have examined all pieces of evidence.

Analyze a text exchange to prevent the thieves from shrinking the next landmark.

1. Read Section 8.
2. Review the text exchange and Section 8 to look for hints about the thieves’ next stop.
3. Determine which city the hints are tied to.
4. Complete your Activity Notes.

Show What You Know:

Review the Summary. Then complete this formative assessment.

Give hints to a major landmark near where you live.

Study Your State:

Let's answer this question: *What are the best places for outdoor fun in your state?*

Step 1: Research different outdoor activities in your state. In your notebook, include:

- the name of the place, location, and fun activities to do there

Step 2: Plan a website for your research.

- Create a "Homepage" with a catchy slogan and exciting pictures.
- Choose other pages to include in your site. Write the information you want to include on each page.

Keep sentences short but interesting.
- Find photos to add to each page that you include in your website.

Step 3: Present your website plan to your class.

- Talk about why the outdoor place you have chosen is the best in the state. Support your opinion with strong reasons.
- Are you persuaded by your classmates' arguments? Why or why not?

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the professions and careers that make up New Jersey.

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.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
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.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).
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
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.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
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.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
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.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).
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Technology and Design Integration

Students will use digital textbook, other online resources, and Google Classroom.

Use of Smartboard and video clips for virtual field trips.

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
ITH	Interaction of Technology and Humans
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.
	The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.
8.2.5.ETW.1	Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

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:

Students needing a challenge will be offered additional choices for more in-depth understanding.

Students will be offered different levels of support.

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

Online quiz game assessment

TCI Packet responses

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:

End of unit tests

Instructional Materials

TCI Social Studies Alive Textbook series

materials for projects as needed

Standards

6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
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.
	Patterns of settlement differ markedly from region to region, place to place, and time to time.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
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.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

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.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
	Economic decision making involves setting goals and identifying the resources available to achieve those goals.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
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.
	Historians use evidence from multiple sources to support their claims and arguments about the past.
	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.