Feb. Updated Gr. 4 TCI Unit 5-The Southwest

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

Unit Overview

A Tour of the Southwest

A Case Study in Water Use: The Colorado River

Enduring Understandings

The Southwest region of the United States is unique from other parts of the country.

Essential Questions

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

How have geography and history shaped life in the Southwest?

How do people depend on the Colorado River and share its water?

Instructional Strategies & Learning Activities

Lesson 10- A Tour of the Southwest

Essential Question:

How have geography and history shaped life in the Southwest?

Vocabulary:

adapt, aqueduct, border, canyon, capital, cavern, dam, desert, mesa, mission, rebellion

Preview:

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

1. Get a Geography Challenge card from your teacher.
2. With your partner, use the maps to look for answers.
3. Label the map with the number of the Geography Challenge and its answer.
4. Have the teacher check your work.
5. Repeat Steps 1–4 until you've answered all 12 Geography Challenge cards.

Activities:

Construct a shoebox diorama that will act as one of nine tour stops in the Southwest.

1. **Get into groups of four.** You will each be assigned a role.
2. **Review your role.** Read about your responsibilities through the steps.
3. **Follow the steps to complete your diorama:**
    - Explore your tour stop by reading a section of your text.
    - Learn about the three inhabitants at your tour stop.
    - Construct your diorama
4. Share your diorama and the perspectives of three inhabitants on the geography and history of the area.

5. At each stop, you will be:

    - Welcomed by a **tour director**
    - Introduced to **three inhabitants**
    - Given the chance to ask the **tour director** any questions you may have!

    You will be writing down three key ideas that you learn at each stop.

6. **Wrap Up**

    1. What did you learn from the diorama presentations?
    2. What surprised you most about your tour of the Southwest?
    3. Which places that you toured are you most interested in visiting in the future? Why?

Show What You Know:

Review the Summary. Then complete this formative assessment.

Match the nine stops on the Southwest tour to their corresponding sticker on a big rig truck.

Study Your State: The Most Important Cities in Your State

Let's answer this question: *How do landforms and resources affect where cities are located?*

Step 1: Draw a physical map of your state.

- Label a city in your state you want to research.
- Draw symbols to represent different landforms. Include a map key to show what the symbols stand for.

Step 2: Write an explanation about why you think the city you chose is located where it is. Use observations about your map to help you form an argument.

Step 3: Research the city's history, the natural resources around it, and the people who settled there.

- Revise your explanation based on your research, and then share your revised explanation with a partner.

Lesson 11: A Case Study in Water Use: The Colorado River

Essential Question:

How do people depend on the Colorado River and share its water?

Vocabulary:

conservation, drought, habitat, irrigation, municipality, reservoir, river basin, wastewater

Preview:

Documentary Descriptions

Films often have descriptions that draw people to watch them.

Help create the description for this new documentary series on the Colorado River.

Write a brief description about what *The Mighty Colorado River* series might include.

Activiites:

Write the episode descriptions for the Colorado River series.

1. Read Sections 1–5.
2. With a partner, complete each episode summary by using information from your text.
3. **Debrief**

   What episodes do you think would be most appealing to viewers? Why?

   If you were to summarize these episodes in a video that was no longer than a minute—like a trailer for a movie—what are some things you would want viewers to see or hear?

Plan a documentary trailer about the future of the Colorado River.

1. Read Sections 6–11.
2. Plan your trailer about the Colorado River by using the storyboard in your Activity Notes.

3. Make sure that your trailer includes:

    - an opening that highlights some of what viewers will see on the series
    - at least six images or video clips
    - at least four of the eight vocabulary terms, used appropriately

Show What You Know:

Review the Summary. Then complete this formative assessment,

Create a poster to educate people about future water use challenges in the Colorado River basin.

Study Your State: Population Density in Your State:

Let's answer this question: *What is the biggest water problem facing our state? How can we solve it?*

Step 1: Conduct research to identify a water problem that your state is facing.

Step 2: Research different solutions to the problem you have identified. Take notes on your sources, and answer these questions about the sources you have chosen:

- Is the author trying to persuade you to think a certain way?
- Does the author want to help only a certain group or business?

Step 3: Write a brief presentation about the problem and solutions you have researched. Prepare visual aids for the presentation.

- Follow the instructions below about how you should structure your presentation, and then present your research to the class.

Integration of Career Readiness, Life Literacies and Key Skills

Students will be introduced to a variety of professions and careers as they explore areas of the Southwest and the industries that helped found them.

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.

9.4.5.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.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.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
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.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
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).
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).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Technology and Design Integration

Students use digital textbook, other online resources, and Google classroom.

	Shared features allow for common troubleshooting strategies that can be effective for many systems.
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.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
ITH	Interaction of Technology and Humans
	Societal needs and wants determine which new tools are developed to address real-world problems.
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.
8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
8.2.5.ITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
8.2.5.ETW.1	Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
8.2.5.ETW.2	Describe ways that various technologies are used to reduce improper use of resources.
8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

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 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:

End of Unit Assessments

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.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.CivicsPR.4	Explain how policies are developed to address public problems.
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.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.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.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.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
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.2	Use historical maps to explain what led to the exploration of new water and land routes.
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.1	Identify positive and negative incentives that influence the decisions people make.
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.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.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
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.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.