May-June Update Gr. 4 TCI Unit 7-Inquiry: Studying Your State

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

Unit Overview

The Geography of Your State

The History of Your State

The Economy of Your State

The Government of Your State

Enduring Understandings

Each branch of government has specific functions that help govern the state and country in a fair manner.

All citizens have certain rights and responsibilities.

Problems are solved when people choose to get involved.

These days, there is so much information available quickly (Internet, computers, Smartphones), you have to consider: What sources can you trust? Where is the best place to get information? What can you do with the information once you find it?

Essential Questions

How can I use inquiry to learn about my state?

How has geography influenced life in your state?

How can you learn about your state's history?

What do you need to know to understand your state's economy?

How does your state's government work?

Instructional Strategies & Learning Activities

Lesson 14: The Geography of Your State

Essential Question:

How has geography influenced life in your state?

Vocabulary:

demographics, geographic inquiry process

Preview:

Decode a clue to answer a trivia question about geography.

A friend from Indiana has called! They are on a live gameshow and have five minutes to answer a question. They have a clue about where to find the answer, but it has been scrambled.

They are going to send you the clue. Use the decoder to unscramble it. Can you find the answer before time is up?

Activities:

Explore the tools geographers use as you create a state geography game that connects to history, economics, and more.

1. Read Section 1.
2. Complete Section 1 Activity Notes.
3. Answer the trivia questions on the slide.
4. Repeat Steps 1–3 for Sections 2–5.
5. Revise the questions you wrote in the Activity Notes as trivia questions, or write new questions.
6. Play a state geography trivia game with a partner.
7. Prepare to share your trivia questions with a partner.
8. Decide who will ask the first question.
9. Take turns asking and answering questions as you keep score for three rounds.

Debrief

- What geographic features did you learn about for your state?
- How has geography played a role in our state's history?
- How has geography played a role in our state's economy?

Show What You Know:

Review the Summary. Then complete this formative assessment.

Create a state geography question and encoded answer to challenge classmates.

Study Your State:

Let's explore some ways people have changed the environment in your state.

Step 1: Take photos of natural settings in your state. The photos should show both nature and human-made structures to show how things have changed.

- Be sure that photos give you an idea of what the land looked like before people changed it.
- If you cannot take photos, find photos of the nature of your state from internet sources.

Step 2: Choose three photos. Research each photograph, and answer questions about how changes were made to the environment.

Step 3: Make a poster about how your state has changed over time. Display your poster for other students in your class to see.

Lesson 15: The History of Your State

Essential Question:

How can you learn about your state's history?

Vocabulary:

primary source, secondary source

Preview:

Explore the connection between looking at old items and studying history.
Watch the video and discuss this question with a partner: *What are some artifacts that might be in your home?*

Activities:

Learn the difference between primary and secondary sources and understand why people study the past.

1. Find your small groups by piecing together an artifact.
2. Read Sections 1–2.
3. Discuss whether your artifact is a primary or secondary source.
4. Complete the Activity Notes for your artifact and then for the other artifacts.
5. Be prepared to share your artifact and your answers.
6. When your group is called, share your artifact.
7. One person from your group will explain whether it is a primary or secondary source. Use evidence from the image and your text.
8. If other groups have the same image, they will share whether they agree or disagree and share their reasoning. Remember to listen to others and respectfully agree or disagree when sharing your responses.

Research primary or secondary sources related to your state's history through three time periods.

1. Read Sections 3–6.
2. Get into groups of three.
3. Assign each person in your group to a section in your Activity Notes.

4. Complete your Activity Notes.

Prepare your timeline and primary or secondary source so they can be shared with your classmates in the next activity.

Create a display for your section that includes a title, timeline, and an image and description of the source.

The members of your group will arrange your displays together to create a timeline display.

Show What You Know:

Review the Summary. Then complete this formative assessment.

Research an important historical figure related to your state and report what you learn.

Study Your State:

Let's answer this question: *What was the most important event in our state's history?*

Step 1: Research the different eras, or time periods, in your state.

- Choose an era and write the name of it.
- Research important events that happened during this era and write the events and brief descriptions of them.

Step 2: Prepare an argument to explain why you believe this event is the most important to your state. Your argument should include:

- a description of the event
- how the event changed your state
- important facts, details, or quotations about your event

Step 3: Create a presentation about the event you have chosen. Listen to other students' presentations. Discuss whether they made a good argument.

Lesson 16: The Economy of Your State

Essential Question:

What do you need to know to understand your state's economy?

Vocabulary:

budget, factors of production, market, scarcity, tax
Preview:



Activities:

Learn how to spot economics all around you. Research economics in your state and collect images that showcase everyday economics.

1. Explore examples of economics in everyday pictures.
2. Read Sections 1–6.
3. Complete your Activity Notes.
4. Collect five images that show economics all around you.

Collect images that show examples of your vocabulary terms.

- Either take photos **or** include attribution.
- Connect each photo to a different economic term:
    - budget
    - factors of production (land, capital, and labor)
    - market
    - scarcity
    - tax
- Use photos taken in your state.
- Write a caption that describes the image and explains how it connects to one of the economic vocabulary terms.

Prepare your images to share them with your classmates in the next activity.

Include the name of the person who took the photo and a caption.

Print your images, or be prepared to share them digitally.

Show What You Know:

Review the Summary. Then complete this formative assessment.

Study an image and write sentences to explain how economic vocabulary terms are linked to the image.

Study Your State:

Let's answer this question: *What are the most important products made in our state?*

Step 1: Research different products in your state.

- Use reliable websites, such as the one for the state agency that supports business growth, to find out where these products are made and what countries they are sold in.
- Record the information you discover.

Step 2: Make a business decision about a product in your state.

- Choose one of the products you researched.
- If you were a business owner, would you sell this product to other countries? Write an argument about this decision. Include facts and reasons that support your argument.

Step 3: Present your argument to your classmates. If anyone has an argument against your decision, try to come to an agreement.

Lesson 17: The Government of Your State

Essential Question:

How does your state's government work?

Vocabulary:

bill, citizen, federal government, legislator, local government, republic, state constitution, state government, systems of checks and balances

Preview:
Find hidden messages to solve a provlem.

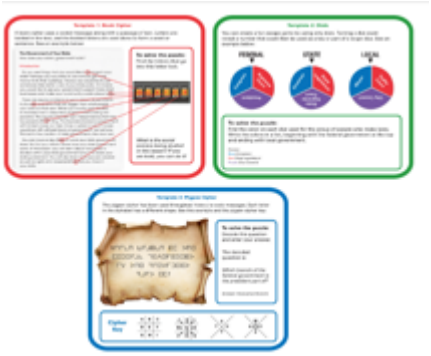
Imagine you found yourself in a mystery room! See if you can get out before the music ends.

Skim the Introducation. Then unscramble two words that describe this lesson's topic to unlock the keypad.

Activities:

Learn about your state government while creating a puzzle game.

1. Get into groups of four.
2. Receive your section assignment from your teacher.
3. Follow along in your Activity Notes to create a puzzle.
4. Work as a group to get your puzzle ready to present to others.



EXTENSION

Your group will now partner with another group. You will switch puzzles and take turns completing them.

1. Trade section summaries with the other group.
2. Decide which team goes first.
3. Complete the puzzle within 5 minutes. While the other group completes your puzzle, try not to help, unless absolutely necessary. You may use the music on this slide as a timer.
4. Reflect on what you learned when watching the other group complete your puzzle. Is there anything you should change?
5. If time permits, partner with other groups and play again.

Wrap-Up

What are three things you learned about your state's government in this lesson?

Name two things your state government does that the federal government does NOT do.

If you could get your state government to help with one thing, what would it be?

Show What You Know:

Review the Summary. Then complete this formative assessment.

Decode questions with a cipher to reflect on the government of your state.

Study Your State:

Let's write and vote on a new rule for your classroom.

Step 1: Create a list of problems in your classroom you want to solve.

- Discuss these problems with the class. What do other students think about the problems you have chosen?

- Take a vote to decide which problems your class will try to fix.

Step 2: Write a rule that will solve one of the problems the class has chosen.

- Ask your classmates if the rule you wrote makes sense. Listen to their suggestions.
- Make changes to your rule based on these suggestions.

Step 3: Vote on your rule as a class.

- If your class votes against your rule, what changes can you make so that more people will vote for it?
- If your class votes for your rule, it's time to get approval for it from the teacher.

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore careers in government.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
9.1.5.CR	Civic Financial Responsibility
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
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.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).
	There is a broader economic system that influences your financial goals.
9.1.5.EG.3	Explain the impact of the economic system on one's personal financial goals.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.1.5. EG.4	Describe how an individual's financial decisions affect society and contribute to the overall economy.
	There are agencies, laws, and resources to protect individuals as consumers.
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.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
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.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
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 will use technology to research how the government works, and the function of the branches. Students will create written documents on the Chromebooks as evidence of their learning andunderstanding. Various teacher designed projects will require graphic designing to enhance projects.

8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.
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.
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using

data.

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.

See specifics above.

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.

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

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:

Teacher designed benchmark assessments

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

See above

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

	taxpayers).
	In a representative democracy, individuals elect representatives to act on the behalf of the people.
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.
	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
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.CivicsPI.5	Explain how government functions at the local, county, and state level.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
	Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.
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.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
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.
	A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
	Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.
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.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
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.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.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.2	Use historical maps to explain what led to the exploration of new water and land routes.
	Economic decision making involves setting goals and identifying the resources available to achieve those goals.
	An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
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.
	The exchange of goods and services can have negative and positive effects.
	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
	Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
	Historians use evidence from multiple sources to support their claims and arguments about the past.
	Economic decision making involves setting goals and identifying the resources available to achieve those goals.