

1st Trimester: October

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Trimester 1**
Length: **4 weeks**
Status: **Published**

Unit Overview

Students will continue to discuss the features of Political and Physical Maps.

Students will discuss regions of the United States and of New Jersey

Students will locate and describe regions of United States and New Jersey

Law making process through creating bills that pass through the system through a moc government.

Essential Questions

Project Writing a bill: Worth a test grade

Unit Assessment: Worth a test grade

Flow chart activity:Classwork grade

Content

Students will write a bill and connect this to persuasive writing.

The presidents, Right to Vote and how to write a bill will be discussed in class reading.

Students will be introduced to geographical tools and discuss both political and physical maps.

Skills

writing

speaking

reading

mapping

Assessments

Name: _____ Date: _____ Number: _____

Northeast Region Test: Part A

Take your time to answer these questions using what you have learned in and out of label the map below.

1. Outline the Northeast Region in Red on the map below
2. Color New Jersey Purple
3. Color Pennsylvania Red
4. Color New York Green
5. Color Atlantic Ocean Blue
6. What are the initials for New Jersey? _____

Northeast Region Test: Part B

Please Locate and Label the Items Below Using Two Resources That You Selected:

Locate and label the states in the Northeast region on the map below. Use abbreviations.

VA, ME, PA, NJ, CT, MA, NH, NY, RI

Locate and draw:

the **Appalachian Mountains** in the color PURPLE

the **Green Mountains** in the color GREEN

the **Catskill Mountains** in the color RED

the **Adirondack Mountains** in the color BLUE

Locate and label the **Atlantic Ocean**

Lessons/Learning Scenarios

Detailed Lessons:

How a Bill Becomes a Law (UNIT)

Lesson 1

Objective:SWBAT identify ways citizens work together to influence government and help solve community and state problems. SWBAT explain the roles of New Jersey's government in law making.

Procedure: Write a KWL chart on to chart paper to be used through out this unit. Have students answer the "K" and "W" part of the chart with one teacher asking and the other writing the responses. Give one postit to each group and have them write as many questions as they can about the topic in 2 min. then put the postits onto the "W" part. SW watch a School House Rocks video and then use effective reading strategies to read **FORM #2** with partners and then as a whole class. SW highlight one key sentence for each step. This will help them work on research skills. Then as a team place **sentence strip** into the correct sequence to demonstrate understanding of the topic. This will act as a post-assessment. Discuss the correct sequence and have students fill out their personal flow **FORM #1** charts with the sentences from the strips. With extra time discuss the reasons for why it is so difficult to make an idea a law and discuss vocab. **End class with telling the students the question that will start the lesson tomorrow. "How can citizens play a role in our system and why would they want to?"

Materials:Form A Flow Chart, Sentence strips, Overhead projector, white board, chart paper/markers

Assessment: KWL Chart(F), Sorting Sentence Strips (F), Charts & Tables(F), Post Quiz (F)

Standards

SOC.K-4.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
SOC.K-4.6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
SOC.K-4.6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.K-4.6.1.4.A.7	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.
SOC.K-4.6.1.4.A.c	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.K-4.6.1.4.A.d	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
SOC.K-4.6.1.4.A.e	In a representative democracy, individuals elect representatives to act on the behalf of the people.
SOC.K-4.6.1.4.A.g	The United States democratic system requires active participation of its citizens.
SOC.K-4.6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
SOC.K-4.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to

cultural diffusion and economic interdependence.

SOC.K-4.6.1.4.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.K-4.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.K-4.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
SOC.K-4.6.1.4.B.a	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
SOC.K-4.6.1.4.B.b	Places are jointly characterized by their physical and human properties.
SOC.K-4.6.1.4.B.c	The physical environment can both accommodate and be endangered by human activities.
SOC.K-4.6.1.4.B.d	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.

Resources

School House Rocks Video

Safari Montage: Persuasive Writing Video