

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 1/Module Overview

Compelling Question:

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

Storyline:

The United States map you see here is split into five regions. A region is an area that shares similar features. Each region is named after its location in the United States. Throughout this program, you'll study these regions to learn about their history, economics, civics, and geography.

Learning Targets:

What do social scientists do? (**Lesson 1**)

How do geographers study the regions of the United States? (**Lesson 2**)

How have different groups contributed to the United States? (**Lesson 3**)

4th Grade - TCI "Social Studies Alive - America's Past" Unit 1 - Regions of Our Country

Standards Covered in Current Unit/Module
Related Standards and Learning Goals
<p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p> <p>6.1.5.GeoHE.3: Mighty Mississippi article) Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>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.</p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>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.</p> <p>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.</p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p>

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Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 1 - The Four Core Social Sciences - 14 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Create simple definitions for the terms <i>economics</i>, <i>geography</i>, <i>civics</i>, and <i>history</i>. Identify artifacts that social scientists use in their research. Draw conclusions from examination of artifacts from an archaeological perspective. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity: Discovering the Social Sciences Hands-On Activity: Sharing Social Science Artifacts Show What You Know: Writing & drawing activities to demonstrate an understanding of social science. Study Your State: The First People in Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 1 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> economy, geography, history, political science 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well as vocabulary activities for every unit.
Lesson 2 - Exploring Regions of the United States - 6 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Interpret a physical map of the United States by using directions and latitude and longitude. Interpret special-purpose maps: elevation, annual rainfall, and population density. Hypothesize the locations of five photographs by using geographic information. 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

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		<ul style="list-style-type: none"> Analyze the relationship between river systems and people. Research geographic information. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - Building Basic Geography Skills Hands-On Activity - Building Recreational Parks in Different Regions Show What You Know: Find information about a recreational park in the U.S. Study Your State: Create a map of a region of our state. <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 2 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> basin, coastal plain, global grid, inland, lines of latitude, lines of longitude, map key, plateau, region, scale, special-purpose map 	<ul style="list-style-type: none"> Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well as vocabulary activities for every unit.
Lesson 3 - The People of the United States - 9 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify key experiences and contributions of various groups in the United States. Build empathy for other communities by analyzing literature from multiple perspectives. Identify where the people who first settled in students' neighborhoods or towns came from. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (reading) Read and comprehend literature, including stories, dramas, and poetry. (literature) Compose a poem rich in descriptive language and emotion. (writing) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - In Their Own Words Show What you Know: Create a poem, song, or speech about your family and its experiences. <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 3 Test <p>Content Specific Vocabulary:</p>	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well

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		<ul style="list-style-type: none">colony, culture, democracy, diverse, immigrant, the Americas	as vocabulary activities for every unit.
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)