

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 2/Module Overview

Compelling Question:

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

Storyline:

New York City is sometimes described as the "city that never sleeps." Most people that live in urban areas like New York have non-agricultural jobs. However, the Northeast does have areas that are rural. Which do you think is more common? How does it compare to where you live?

Learning Targets:

What are different parts of the Northeast like? **(Lesson 4)**

How do people live in the Northeast? **(Lesson 5)**

4th Grade - TCI "Social Studies Alive - America's Past" Unit 2 - Regions of Our Country

Standards Covered in Current Unit/Module
Related Standards and Learning Goals
<p>6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p> <p>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p> <p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</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.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.</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.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p>

4th Grade - TCI "Social Studies Alive - America's Past" Unit 2 - Regions of Our Country

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 4 - A Tour of the Northeast - 14 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Categorize key elements of the economy, geography, government, history, and people of the Northeast. Use a map of the region to trace the route of a tour through the Northeast. Identify the advantages and disadvantages of democracy, mass production, and laws. Analyze working conditions in the textile mills of Lowell, Massachusetts. Interpret information presented in a multimedia format and explain how the information contributes to an understanding of the text in which it appears. (reading) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (writing) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity: Tour the Northeast Show What You Know: Label a map of the Northeast with famous tour stops and rank them Study Your State: The Most Important Cities in Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 4 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> Canal, lock, mass production, peak, skyscraper 	<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 5 - Population Density and Life in the Northeast - 6 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Simulate the population density of the Northeast and compare it with that of other regions of the United States. Evaluate the effect of population density on the lives of urban- and rural-dwelling northeasterners. 	<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

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		<ul style="list-style-type: none"> Describe the relationship between inventions and changes in city life. Synthesize information from the reading into creative writing. (writing) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - Experiencing Population Density Hands-On Activity - Drawing a Comic About Life in the Northeast Show What You Know: Create a one-panel comic that compares life in your community to life in the Northeast. Study Your State: Population Density in Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 5 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> Megalopolis, pollution, population density 	<p>available on the on; one platform</p> <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.
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)