

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 3/Module Overview

Compelling Question:

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

Storyline:

The Southeast region of the United States has many rivers winding through the Appalachian mountains and along the coastal plains. But heavy rains sometimes cause flooding. In response to flooding, the Tennessee Valley Authority (TVA) was established in 1933. This group was responsible for damming rivers to control water flow and flooding. A byproduct of the dams was hydroelectric power and the creation of recreational areas. The geography of the Southeast plays an important role in how people live.

Learning Targets:

What factors have shaped the culture of the Southeast? (**Lesson 6**)

How has geography helped shape daily life in the Southeast? (**Lesson 7**)

4th Grade - TCI "Social Studies Alive - America's Past" Unit 3 - Regions of Our Country

Standards Covered in Current Unit/Module
Related Standards and Learning Goals
<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.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</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.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>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.</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>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).</p> <p>6.1.5.CivicsHR.2: Research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</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>

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6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 6 - A Tour of the Southeast - 14 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Apply map skills to locate nine important places in the Southeast. Use a map of the region to trace the route of a tour through the Southeast. Describe the major physical and human features of the Southeast. Identify the difficulties that early colonists faced in Jamestown, Virginia; some different southeastern musical traditions; and the ways in which life in America has changed since the civil rights movement. Gather information from audiovisual sources and share through discussions with others. (listening, speaking) Produce clear and coherent questions and answers that 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 Southeast 	<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.

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

4th Grade - TCI "Social Studies Alive - America's Past" Unit 3 - Regions of Our Country

		<ul style="list-style-type: none"> • Show What You Know: Research an artifact from the Southeast tour through a social scientist perspective. • Study Your State: Landmarks of 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"> • bayou, delta, hurricane, mineral, petroleum, plantation, savanna, segregation, strip mine, swamp 	<ul style="list-style-type: none"> ○ The online platform has review games as well as vocabulary activities for every unit.
Lesson 7 - The Effects of Geography on Life in the Southeast - 6 days	<ul style="list-style-type: none"> • See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Interpret geographic information from special-purpose maps and images of the Southeast. • Hypothesize the effects of geography and read to confirm or correct. • Apply what has been learned by identifying the effects of geography in their own community • Summarize ideas as written hypotheses. (writing) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Hands-On Activity - Create titles and captions for videos of geography in the Southeast. • Show What You Know: Choose (3) topics from the lesson and complete chart • Study Your State: Your State's Natural Resources and Natural Hazards <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Lesson 7 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> • agriculture, fall line, floodplain, foothills, industry, natural resource, navigable, tornado 	<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.

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)