

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 4/Module Overview

Compelling Question:

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

Storyline:

The Midwest is known as "America's Breadbasket" because midwestern farmers grow a lot of the wheat we use to make bread. Crops, such as wheat, and livestock, such as hogs and cattle, teem through the gentle hills and flat plains. Near these farms are urban centers like Chicago, Detroit, Fargo, and Des Moines. There are many benefits to living in the Midwest region as a result.

Learning Targets:

Why do we call the Midwest "America's Heartland?" (**Lesson 8**)

How has farming changed in the Midwest over time? (**Lesson 9**)

4th Grade - TCI "Social Studies Alive - America's Past" Unit 4 - 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.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.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.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</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.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic</p>

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opportunities.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 8 - A Tour of the Midwest - 14 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Describe the major physical and human features of the Midwest. Apply map skills to locate nine important sites in the Midwest. Use a map of the region to trace the route of a tour through the Midwest. Categorize key elements of the economy, geography, transportation, history, and people of the Midwest over time. Use textual and visual clues to identify photographs of nine key landmarks in the Midwest. 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 Midwest. Show What You Know: Choose the three best stops on a tour of the Midwest to recommend to a tourist. 	<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.

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		<ul style="list-style-type: none"> Study Your State: Industries of Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 8 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> Assembly line, feedlot, fertile, frontier, livestock, meatpacking, prairie, reservation, transportation hub 	
Lesson 9 - Agricultural Changes in the Midwest - 6 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Read graphs, charts, and numerical information from text and other sources. Analyze images. Compare and contrast farm size, farm technologies, and farm life from 1800 to today. Articulate and support ideas in presentations. (speaking) Synthesize information for interview responses. (listening and speaking) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - Completing a Jigsaw About Agricultural Changes Hands-On Activity - Trading Farming Information Show What You Know: Write an article about the aspect of farming that has changed the most since 1800. Study Your State: Agriculture in Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 9 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> agribusiness, canning, combine, dairy, fertilizer, pesticide, reaper, self-sufficient, sod 	<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](#)