

4th Grade - TCI "Social Studies Alive - America's Past" Unit 5 - Regions of Our Country

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 5/Module Overview

Compelling Question:

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

Storyline:

These petroglyphs, found on Mesa Verde in Colorado, were made by the Anasazi. They date between 600–1300 C.E. Archaeologists believe that the boxy spiral shape is probably a sipapu, the site where many southwestern Native Americans believe they emerged from the earth, near the Grand Canyon. History is a collection of stories. Sometimes stories are passed down from generation to generation. Sometimes history is marked by how the land changes. The Southwest is a region that has many stories to tell.

Learning Targets:

How have geography and history shaped life in the Southwest? **(Lesson 10)**

How do people depend on the Colorado River and share its water? **(Lesson 11)**

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Standards Covered in Current Unit/Module
Related Standards and Learning Goals
<p>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</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.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.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</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.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.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>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.</p> <p>6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p>

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Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 10 - 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"> Work cooperatively with others to create a product that showcases the history and geography of the Southwest. Tell the story of a geographic place through multiple perspectives. Trace the path of a tour through the Southwest on a map of the region. 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: Creating Dioramas for a Tour of the Southwest Show What You Know: Match the (9) stops on the Southwest tour Study Your State: Research a City in your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 10 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> adapted, aqueduct, border, canyon, capital, cavern, dam, desert, mesa, mission, rebellion 	<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 11 - A Case Study in Water Use: The Colorado River - 6 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify geographic features in the Colorado River basin. Identify the impact of limited resources on people. Write about the history of the Colorado River and how water usage from the river has evolved over 	<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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		<p>time.</p> <ul style="list-style-type: none"> • Complete reading notes by appropriately placing key content terms from reference text. (writing) • Compose a storyboard for a trailer. (writing) • Share a completed trailer or storyboard presentation. (speaking and listening) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Hands-On Activity - The Colorado River Series • Hands-On Activity - The Future of the Colorado River • Show What You Know: Create a poster to educate people about the future water use challenges in the Colorado River basin • Study Your State: Water in Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Lesson 11 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> • Conservation, drought, habitat, irrigation, municipality, reservoir, river basin, wastewater 	<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](#)