

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 6/Module Overview

Compelling Question:

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

Storyline:

The Spirit of Boise Balloon Classic takes place in Boise, Idaho each fall. Attendees can get free balloon rides, live music, and a variety of food from local vendors. As many as 30–40 balloons take to the sky at different times during the festival, providing people a chance to look down on the area where they live. It's truly a birds-eye view of life. The American West is a vast region that stretches thousands of miles and includes many amazing geographic features, from tall mountains to endless salt flats. The cities can also sport many different features and characteristics too.

Learning Targets:

What are the features that have drawn people to the West? (**Lesson 12**)

What attracts people to the cities of the West? (**Lesson 13**)

4th Grade - TCI "Social Studies Alive - America's Past" Unit 6 - Regions of Our Country

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>

4th Grade - TCI "Social Studies Alive - America's Past" Unit 6 - Regions of Our Country

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 12- A Tour of the West - 14 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify reasons why the West has attracted people. Apply map skills to locate nine important sites in the West. 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: Tour of the West scavenger hunt Show What You Know: Research a favorite stop and discover (3) new interesting facts about it Study Your State: Nominate Your State presentation <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 12 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> expedition, geyser, gorge, pass, technology 	<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 13 - Cities of the West - 6 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify characteristics of the geography, history, people, economy, and recreational activities of seven cities in the West. Identify ways in which people in Portland, Oregon, keep the city beautiful and help the environment. Use latitude and longitude to locate places on a map. Synthesize information from the reading and find similarities in other texts. (reading) <p>Suggested Formative Assessment(s):</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

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

4th Grade - TCI "Social Studies Alive - America's Past" Unit 6 - Regions of Our Country

		<ul style="list-style-type: none">● Hands-On Activity - Collecting Evidence from Cities in the West● Hands-On Activity - Catching a Thief● Show What You Know: Create hints to a major landmark near where you live● Study Your State: Fun in Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none">● Lesson 13 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none">● mint, oasis	<ul style="list-style-type: none">○ 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](#)