

4th Grade - TCI "Social Studies Alive - America's Past" Unit 7 - 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 7/Module Overview

Compelling Question:

How can I use inquiry to learn about my state?

Storyline:

The internet, modern computers, and smartphones have made inquiry a lot easier these days. When your grandparents were in school, learning about state history meant reading thick textbooks, taking a trip to the library, or interviewing experts. Today, it can be as simple as typing in a search field in a browser. While powerful, it can also be dizzying. There is so much information available quickly, you have to consider: What sources can you trust? Where is the best place to get information? What can you do with the information once you find it?

Learning Targets:

How has geography influenced life in your state? **(Lesson 14)**

What can you learn about your state's history? **(Lesson 15)**

What do you need to know to understand your state's economy? **(Lesson 16)**

How does your state's government work? **(Lesson 17)**

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Standards Covered in Current Unit/Module
Related Standards and Learning Goals
<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.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p>6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.5.CivicsPI.5: Explain how the government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</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.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.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.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</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>

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- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 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.
- 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.
- 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.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 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
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 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).
- 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.
- 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.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 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.

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- 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 opportunities.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 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.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey
- 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 14- The Geography of Your State - 7 days	<ul style="list-style-type: none"> See Above 	Obj. We are learning to: <ul style="list-style-type: none"> Identify the major geographic features of their state. Research state demographics, history, and economics using the geographic inquiry process, and showcase the information using a chart, graph, or maps. Create a trivia game that details the geography of their state. 	<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

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		<ul style="list-style-type: none"> Find information using maps, books, and the internet. (reading) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity: Create a State Geography Trivia Game Show What You Know: Create a State Geography Question and Answer Study Your State: Changing the Environment in Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 14 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> demographics, geographic inquiry process, 	<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.
Lesson 15 - The History of Your State - 7 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Sequence events on a timeline. Identify primary and secondary sources of information. Identify details of the settlement, growth, and development of your state. Research important events specific to your state's history. Write captions for primary sources that explain an artifact's significance. (writing) Speak and give an explanation backed by evidence to support a position. (speaking) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - Training to Be an Activist Hands-On Activity - Artifacts of Our State History Show What You Know: Research an important historical figure from your state Study Your State: Your State's History <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 15 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> primary source, secondary source 	<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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<p>Lesson 16 - The Economy of Your State - 6 days</p>	<ul style="list-style-type: none"> • See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Identify the primary economic activities in your state. • Identify the three factors of production. • Explain how the geography and natural resources of your state relate to your state's economic activities. • Take or collect images that showcase everyday economics. • Make choices about whether to spend or save money. • Research and organize information on your state's economy. (reading and writing) • Orally present information about one aspect of your state's economy. (speaking) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Hands-On Activity - Picturing Economics • Show What You Know: Study an image and write sentences to explain how economic vocabulary is linked to the image. • Study Your State: The Economy of Your State <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Lesson 16 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> • budget, factors of production, market, scarcity, tax, 	<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.
<p>Lesson 17 - The Government of Your State - 6 days</p>	<ul style="list-style-type: none"> • See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Identify state problems and propose solutions. • Define the three branches of state government and describe what each branch does. • Identify rights and responsibilities of citizens. • Describe the process of how an idea becomes a state law. (writing) • Design an escape room-like game by using word codes. (writing) <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Hands-On Activity - Building a State Government Puzzle • Show What You Know: Decode questions with a cipher to reflect on the government of your state. 	<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.

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		<ul style="list-style-type: none">● Study Your State: Your State's Government Summative Assessment(s): <ul style="list-style-type: none">● Lesson 17 Test Content Specific Vocabulary: <ul style="list-style-type: none">● bill, citizen, federal government, legislator, local government, republic, state constitution, state government, system of checks and balances	<ul style="list-style-type: none">○ 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](#)