

# Trimester One Regions of Our Country

Content Area: **Social Studies**  
Course(s): **Social Studies 4**  
Time Period: **September**  
Length: **Trimester 1**  
Status: **Published**

## Trimester Overview

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Trimester one address the following core concepts of New Jersey state standards:

1. Regions form and change as a result of unique physical characteristics conditions, economies, and cultures
2. Geography, peoples, and Environments: Spatial Views of the World

Trimester one covers the following Units in the *Social Studies Alive: Regions of Our Country* Curriculum:

1. Discovering the Social Sciences
2. The Northeast
3. The Southeast Region (This unit will carry over into trimester two)

## Priority Standards

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SOC.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.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.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.
SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.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.
SOC.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).

SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.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.
SOC.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).
SOC.6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
SOC.6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
SOC.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.
SOC.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.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.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).
SOC.6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

## **Learning Targets**

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### **Students will be able to...**

1. Name the four types of social scientists and describe the role of each one.
2. Critique the importance of each social scientist.
3. Compare and Contrast maps and globes.
4. Identify different types of maps and the purpose of each type.
5. Explain the difference between exact and relative location
6. Use a compass rose to determine a location on a map
7. Use lines of latitude and longitude to determine a location on a map
8. Locate the Equator and Prime Meridian
9. Label Earth's Poles and Hemispheres
10. Identify the regions of the United States
11. Use special Purpose Maps to discuss features in a specific US region
12. Describe the regions of New Jersey
13. Describe how different people groups have contributed to the United States.
14. Describe the features of the Northeast Region.
15. Explain what population density means and how that term applies to the Northeast Region of the United States.
16. Use population maps.
17. Describe the features of the Southeast Region.
18. Compare and Contrast the Northeast and Southeast region

## Essential Questions

1. What do social scientists do?
2. How do geographers study regions of the United States?
3. How have different groups contributed to the United States?
4. What are the different parts of the Northeast like?
5. How do people in the Northeast live?
6. What factors have shaped culture in the Southeast?

## Materials and Resources

- 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.

## Learning Plan Unit 1. Discovering the Social Sciences

Pacing Guide	Unit	Lessons	Total Sections	Essential Questions	Hands-On Activities/Materials
T1	<b>1. Discovering the Social Sciences</b>	1. The Four Core Social Science	5	What do social scientists do?	- Discovering Social Sciences Activ pages 11-17  -Sharing Artifacts pages 18-21

		2. Exploring Regions of the United States	12	How do geographers study the regions of the United States?	- Building Basic Geography skills p 31-38 - Building Recreational Parks in Different Regions pages 39-48
		3. The Peopling of the United States	6	How have different groups contributed to the United States?	-Native Americans in Their Own Words pages 57-59 Latino Americans in Their Own Words Pages 60-61 European Americans in Their Own Words pages 62-63 African Americans in Their Own Words pages 64-65 Asian Americans in Their Own Words pages 66-70

### Learning Plan Unit 2. The Northeast

Pacing Guide	Unit / Compelling Question	Lessons	Total Sections	Essential Questions	Hands-On Activities/Materials
	2. The Northeast	4. A Tour of the Northeast	11	What are the different parts of the Northeast like?	Tour the Northeast video tour p. 101

T1					
		5. Population Density and Life in the Northeast	7	How do people live in the Northeast?	Experiencing Population Density 109-112

### Learning Plan Unit 3. The Southeast

Pacing Guide	Unit / Compelling Question	Lessons	Total Sections	Essential Questions	Hands-On Activities/Mat
T1-T2	<b>3. The Southeast</b>	6. A Tour of the South East	9	What factors have shaped the culture of the Southeast?	Tour the South east pages 137-
		7. The Effects of Geography on Life in the Southeast	6	How has geography helped shape daily life in the Southeast?	Effects of Geography on life in Southeast page 157-165

### Unit Assessments

1. Unit 1 Online Assessment
2. Unit 2 Online Assessment
3. Unit 3 Online Assessment

## Optional Assessments

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- Each Unit includes an inquiry project that can be used as an assessment grade.
- The Units' hand-on activities and writing extension activities can also be used as assessment grades
- Exit tickets
- Our curriculum comes with online games and vocabulary activities

## Cross Curricular Connections

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### Reading & Informational Text

- **Key Ideas and Details NJSLSA.R1** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- **RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### Speaking and Listening

- **Comprehension and Collaboration NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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- **Presentation of Knowledge and Ideas NJSLSA.SL4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **SL.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### Language

- **Conventions of Standard English NJSLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Writing

- **LA.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
- **LA.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly**
- **LA.W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and learn event sequences.**
- **LA.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic**

## **21st Century Career Life and Ready Practice**

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WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,



7.1.NL.IPERS.6).

TECH.9.4.2.IML.3

Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGl.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

## **Strategies For Intervention ( At Risk, Special Education, 504, ELL)**

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- Educational games for support
- Extended pacing of lessons
- Peer modeling or grouping/partner work
- Pre teach new vocabulary
- Preferential Seating
- Provide instruction in native language when necessary
- Reteach, reword, or review materials; clarify or chunk directions
- Small group or individualized instruction
- Use of Google Translate or dictionary in native language
- Use of graphic organizers
- Use of manipulatives
- Utilize visual aides

## **Strategies for Enrichment (G & T)**

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- Educational Games
- Level Up Challenges
- Peer Model
- Small Group Instruction
- Use of mini projects focused on topic at hand
- Use of multi-sensory activities