

Trimester Two Regions of Our Country

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **December**
Length: **Trimester 2**
Status: **Published**

Trimester Overview

Trimester Two 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:

3. The Southeast Region (This unit is carried over from trimester one)
4. The Midwest Region
5. The Southwest Region

Priority Standards

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.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.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.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.EconET.1	Identify positive and negative incentives that influence the decisions people make.
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.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.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.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.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.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.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.
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.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
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.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.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.
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple 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.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Learning Targets

Students will be able to...

1. Describe how culture and geography shape regions.
2. Construct an argument and support it with evidence.
3. Develop inquiry questions and research to answer the questions generated.
4. Explain the term "American's Heartland" and how it applies to the Midwest Region.
5. Explain how farming has changed in the Midwest, citing specific examples.
6. Describe characteristics that make the Midwest Region unique
7. Describe the characteristic that makes the Southwest Region unique.
8. Compare a region of the United States to the region in which they live.
9. Identify the United States Regions on a map
10. Use an elevation map to describe the geographical features in the Southeast Region.
11. Use geography topics studied (climate, elevation, natural resources, and bodies of water) to describe the region in which they live.
12. Use a timeline to explain how changes in the industry have impacted New Jersey.
13. Use a timeline to show how farming has changed.
14. Use a map key to explain the types of resources available in a region.

Essential Questions

1. What factors have shaped culture in the Southeast?
2. How has geography helped shaped daily life in the Southeast?
3. Why do we call the Midwest "America's Heartland?"
4. How has farming changed over time?
5. How have geography and history shaped life in the Southwest?
6. How do people depend on the Colorado River and share its water?

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 3. The Southeast

Pacing Guide	Unit	Lessons	Total Sections	Essential Questions	Hands-On Activities/Mat
T1-T2	3. The Southeast	6. A Tour of the Southeast	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 i Southeast page 157-165

Learning Plan Unit 4: The Midwest

Pacing Guide	Unit / Compelling Question	Lessons	Total Sections	Learning Targets	Hands-On Activities/Mat
T2	4. The Midwest	8. Tour of the Midwest	9	Why do we call the Midwest “America’s Heartland?”	Tour the Midwest page 181-1

9. Agricultural changes in the Midwest	9	How has farming changed the Midwest over time?	Complementing a Jigsaw About Agricultural changes page 207 Trading Farming Information
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Learning Plan Unit 5: The Southwest

Pacing Guide	Unit	Lessons	Total Sections	Learning Targets	Hands-On Activities/Materials
T2	5. The Southwest	10. A Tour of the Southwest	9	How have geography and history shaped life in the Southwest?	Creating Dioramas for a tour of the Southwest page 229-242
		11. A Case Study in Water Use: The Colorado River	11	How do people depend on the Colorado River and share its water?	Diorama Tour of the Southwest 243-244 The Colorado River Series page 259 The Future of the Colorado River 260-267

Unit Assessments

1. Unit 3 Online Assessment
2. Unit 4 Online Assessment
3. Unit 5 Online Assessment

Optional Assessments

- 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 Standards

Reading & Informational Text

- **Key Ideas and Details NJSLA.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 NJSLA.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 NJSLA.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 NJSLA.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 clear event sequences.**
- **LA.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic**

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21st Century Career Life and Ready Practice

WRJ.9.25.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

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.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Strategies for Intervention, Special Education, 504, ELL

- 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 of individualized instruction
- Use of Google Translate or dictionary in native language
- Use of graphic organizers
- Use of manipulatives
- Use visual aides

Strategies for Enrichment (G & T)

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