

# Trimester Three Regions of Our Country

Content Area: **Social Studies**  
Course(s): **Social Studies 4**  
Time Period:  
Length: **Trimester 3**  
Status: **Published**

## Trimester Overview

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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:

6. The West
7. Inquiry: Studying New Jersey

## Priority Standards

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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.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.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.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.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

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.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.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.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
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.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
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.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
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.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.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.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.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

## **Learning Targets**

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

1. Use a scale on a road map to determine the distance between two fixed points.
2. Describe the characteristics of the Western Region of the United States.
3. Examine the features that drew settlers to the Western Region of the United States.
4. Describe (geography, history, population, and economy)major cities in the Western Region.
5. Compare and Contrast the Western Region to the Northeast Region of the United States.
6. Evaluate the importance of landmarks.
7. Create a landmark to represent New Jersey.
8. Develop inquiry questions about the state of New Jersey.
9. Gather visual evidence to answer questions.
10. Evaluate the impact of geography's influence on the state of New Jersey.
11. Define demographics and use demographic charts to talk about the state of New Jersey.
12. Explain the difference between a primary and secondary source.
13. Determine if a source is a primary or secondary source.
14. Define the key concepts of an economy: budget, production, market, scarcity, and tax.
15. Explain the importance of the workforce and the consumer.
16. Research products made in New Jersey and appraise the value these products have to the state economy.
17. Explain the role of the Three Branches of Government

## Essential Questions

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1. What are the features that have drawn people to the West?
2. What attracts people to the cities of the West?
3. How has geography influenced life in your state?
4. How can you learn about New Jersey's history?
5. What do you need to know to understand New Jersey's economy?
6. How does your state's government work?

## Materials and Resources

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- 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 6. The West

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Pacing Guide	Unit	Lessons	Total Sections	Essential Questions	Hands-On Activities/Mat
T3	6. The West	12. A Tour of the West	9	What are the features that have drawn people to the West?	Tour the West page 283-295
		13. Cities of the West	8	What attracts people to the cities in the West?	Collecting Evidence from Citi West page 303-317

## Learning Plan Unit 7: Inquiry Study of New Jersey

Pacing Guide	Unit	Lessons	Total Sections	Essential Questions	Hands-On Activities/Mat
		14. Geography of New Jersey	5	How has geography influenced life in New Jersey?	Creating a State Geography T Game page 335-343
T3	7. Inquiry: Study Your State	15. History of New Jersey	6	How can you learn about the history of your state?	Playing a State Geography Tr Game Training to Be an Archivist p 354
		16. Economy of New Jersey	6	What do you need to know to understand your state's economy?	Picturing Economics page 367
		17. Government of New Jersey	6	How does New Jersey's state government work?	Building a state Government l page 383-393

### Unit Assessments

1. Unit 6 Online Assessment
2. A culminating project about the state of New Jersey (this can be a report or presentation).

### 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 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 clear 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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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**

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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.1	Identify a simple search term to find information in a search engine or digital resource.

### **Strategies for Intervention, 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