Unit 1 - Geography of New Jersey

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **September - October, 8 weeks**
Status: **Published**

NCS 4th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Geography as it relates to NJ and the way it is used.

Native Americans - the role they played and their influence on our state and region

Enduring Understanding

Technological tools such as GIS, GPS and the Internet assist with solving problems related to understanding location, distance and direction (6.1.4.B)
Both the physical characteristics and human inhabitants of regions change over time (6.1.4.B)
Regional geographic differences can result in social, economic and political differences (6.1.4.B)
Where we live influences how we live (6.1.4.B)
Natural resources determine a nation's wealth (6.1.4.B)

Essential Questions

What is geography?
What is the location, climate, weather of New Jersey?
What are the physical regions of New Jersey?
What life forms existed in prehistoric New Jersey?
What are the roles of the Native Americans in New Jersey history?
What role do early explorers play in the history of New Jersey history?
What is the rise and fall of the colonists?
What was the importance of the fur trade in New Jersey and how did it encourage settlement and exploration?

Skills

Identify major landforms, climates and ecosystems of the US (6.1.4.B.1)

Identify National and NJ state parks, as well as NJ waters (6.1.4.B.1)

Compare and contrast among major map types, including physical, political, topographic and demographic (6.1.4.B.1)

Apply knowledge of reading various maps and map keys (6.1.4.B.1)

Identify reasons and situations in which maps are required and useful (6.1.4.B.1)

Explain how location and spatial relationships of NJ, US and other areas have contributed to cultural diffusion and economic interdependence by using physical and political maps (6.1.4.B.2)

Describe how the Earth and the Earth's geography have an impact on where people live and work in different regions in NJ (6.1.4.B.4)

Recognize and describe how people can also have an impact on the Earth (6.1.4.B.5)

Discuss ways individuals can help the environment (6.1.4.B.5)

Compare the natural characteristics used to define a region (6.1.4.B.6)

Explain why some locations in NJ and the US are more suited for settlement than others (6.1.4.B.7)

Discuss changes in places and regions over time

Explain the characteristics of renewable and nonrenewable resources and their distribution (6.1.4.B.8)

Identify the US, NJ and NJ major cities on a globe and world map (6.1.4.B.10)

Learning Targets include limited to:

Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments on Earth

Places are jointly characterized by their physical and human properties

A physical environment can both accommodate and be endangered by human activities

Regions form and change as a result of unique physical/ecological conditions, economics and cultures

Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.

Performance Tasks include but not limited to:

Create a relief map with a key showing landforms and bodies of water found in NJ

Construct a mobile including captions depicting geography and resources of NJ.

Standards

Include but not limited to:

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.6.1.4.B.4	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.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.4.C.14	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.

SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Assessments

Performance Tasks

Chapter & Unit Quizzes & Tests

Exit Cards

Student Participation

Teacher Observation

Worksheets & Workbook Pages

Think About It Questions

Resources/Instructional Materials

www.studiesweekly.com

www.mhschool.com

student practice workbook

art materials

television

computers

BrainPop

McGraw-Hill student text

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language	Extended time, assign preferential seating, positive

Learners	reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.

- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.