



## Social Studies Department

Grade 4

**Developed By:** Kimberly Algieri

**Effective Date:** Fall 2021/2

### Scope and Sequence

Month	Unit Number	Unit Name
September	<a href="#">Unit 1</a>	<b>Discovering the Social Sciences</b>
October	Unit 1/ <a href="#">Unit 2</a>	<b>Discovering the Social Sciences/The Northeast</b>
November	Unit 2	<b>The Northeast</b>
December	<a href="#">Unit 3</a>	<b>The Southeast</b>
January	Unit 3/ <a href="#">Unit 4</a>	<b>The Southeast/The Midwest</b>
February	Unit 4	<b>The Midwest</b>
March	<a href="#">Unit 5</a>	<b>The Southwest</b>
April	<a href="#">Unit 6</a>	<b>The West</b>
May	<a href="#">Unit 7</a>	<b>Inquiry: Studying Your State</b>
June	Unit 7	<b>Inquiry: Studying Your State</b>

## Unit 1

### Discovering the Social Sciences

#### Summary and Rationale

**Unit 1 Discovering the Social Sciences** primarily focuses on students understanding the four main aspects of the social sciences; geography, economics, history, and civics. The students will be encouraged to create questions to help guide their thinking. In **Lesson 1** students explore the four aspects a social scientist studies. The students will create a web diagram about the social sciences, find and share artifacts from home that represent economics, geography, civics, and history, and then create simple definitions for the terms economics, geography, civics, and history. In **Lesson 2** the students will learn the basic skills of a geographer and use those skills to answer questions about different regions. Use special-purpose maps to figure out where to build recreational parks in different regions. During **Lesson 3** students will analyze primary source quotes, songs, speeches, and poems to learn about different groups who came to the United States.

#### Recommended Pacing

[Pacing Guide](#)

7 - 8 weeks

#### Standards

NJSLS

6.1.2.HistoryCC.3

Make inferences about how past events, individuals, and innovations affect our current lives.

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.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.

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.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoHE.3 (Mighty Mississippi article)	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
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.EconET.1	Identify positive and negative incentives that influence the decisions people make.
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.
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.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.
CCSS-ELA - Reading	
CCSS.ELA-LITERACY.SL.4.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCSS.ELA-LITERACY.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CCSS.ELA-LITERACY.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS-ELA - Writing ( <a href="#">SEE HERE</a> )	
CCSS.ELA-LITERACY.W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-LITERACY.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
Social Justice Standards (As Applicable) <a href="#">SEE HERE</a>	
5 ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
AC.3-5.17	I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.
ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>Maps and other geographic representations, geospatial technologies, and spatial thinking can</li> </ul>	<ul style="list-style-type: none"> <li><i>How do physical geography, human geography, and the human environment interact to influence</i></li> </ul>

be used to understand and communicate information.

- Human activity affects the cultural and environmental characteristics of places and regions.
- Cultural and environmental characteristics change over time.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics
- Interactions of people and events throughout history have shaped the world we experience today.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

*or determine the development of cultures, societies, and nations?*

**Unit Inquiry Question(s)** → How the four core social sciences help us learn about our region of the country.

*Lesson 1 - What do social scientists do?*

*Lesson 2 - How do geographers study the regions of the United States?*

*Lesson 3 - How have different groups contributed to the United States?*

### **Objectives (SLO)**

Prior to beginning this unit, you should spend time working with your students to develop their ability to develop their questioning skills, since they will be asked to formulate questions throughout the TCI program.

Students will know:

- *The role of a social scientist.*
- *How geographers study the regions of the United States.*
- *How different groups contributed to the United States.*

Students will be able to:

- Create simple definitions for the terms economics, geography, civics, and history.
- Identify artifacts that social scientists use in their research.
- Draw conclusions from examination of artifacts from an archaeological perspective.
- Interpret a physical map of the United States by using directions and latitude and longitude.
- Interpret special-purpose maps: elevation, annual rainfall, and population density.
- Hypothesize the locations of five photographs by using geographic information.
- Analyze the relationship between river systems and people.
- Research geographic information.

## Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project](#) Unit 1
- [Lesson 1 Assessment](#)
- [Lesson 2 Assessment](#)
- [Lesson 3 Assessment](#)
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

## Suggested Documents, Resources, & Technology Tools

### Documents & Resources:

- TCI Social Studies Alive - Regions of Our Country
  - [Lesson 1 - The Four Core Social Sciences](#)
  - [Lesson 2 - Exploring Regions of the U.S.](#)
  - [Lesson 3 - The Peopling of the United States](#)
- LIST SUPPLEMENTAL RESOURCES UTILIZED BEYOND TCI

### Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Refer to the Planning section (under the Activity tab on the left column) Differentiating learning tab.**

### Special Education -

#### Learners with Special Education Needs

**Lesson 1** - Collect four different kinds of hats (possibly from a secondhand store or handmade paper ones), and allow students to attach artifacts appropriate to one social scientist to each of them. This will give students a visual to refer to throughout this lesson. This will also give students the opportunity to actually put on the hat of a social scientist, which may motivate students during the Show What You Know activity.

**Lesson 2** - Give students extra time to work on vocabulary and become familiar with the new terms introduced in the lesson. Provide them with a printed copy of the vocabulary and definitions. Allow them to use this as a resource

throughout the lesson. During the activity for Social Studies Stories: The Mighty Mississippi, read the feature aloud to students and explain any new terms.

**Lesson 3** - During Hands-On Activities: In Their Own Words, consider choosing shorter excerpts from each primary source. Let students know ahead of time that they are going to listen to and read primary sources from long ago, and they may not recognize all the words because language changes over time. During the discussion at the end of each slide, provide sentence starters to scaffold the activity. For example, you might write on the board, "I think that this group's experience in the United States was \_\_\_\_\_ because in the poem it says . . ." or "I agree/disagree with your idea because . . ."

### **Learners Reading and Writing Below Grade Level**

**Lesson 1** - For the Hands-On Activity: Discovering the Social Sciences reading, divide students into four large groups. Assign each group only one of the four sections; group members should read, complete the notes, and write sticky notes for only this section. Then have students present to each other (jigsaw style), do a gallery walk, or give presentations to the class so students can fill out notes for the remaining three sections.

**Lesson 2** -

- For each Hands-On Activity reading, divide students into six large groups. Assign each group only one of the six sections; group members should read and complete the notes only this section. Then have students present to each other (jigsaw style) so students can fill out notes for the remaining five sections.
- During Hands-On Activity: Building Recreational Parks in Different Regions, consider reading Section 7 together as a class. Then discuss Sections 8–12 by looking at the maps and images, and identify the main ideas in each section.

**Lesson 3** - Before students begin reading the primary sources, have them circle three words that they do not know the meaning of but that they think might be important. As students share their words and the class discusses the definitions, students can annotate the source. You may also wish to have students cross out lines that you don't feel are important in the primary source. This will reduce the amount of text that they have to read and interpret.

### **MLL**

**Lesson 1** - Before groups share their conclusions about their artifact during Hands-On Activity: Sharing Social Science Artifacts, have them write down their conclusions or dictate them to their partner. Their partner can then read the written statement aloud to the class.

**Lesson 2** - Give students more time to work on vocabulary and become familiar with the new terms introduced in this lesson. Consider having students keep a vocabulary journal to record the new terms throughout the year. During activities, put students into mixed-ability pairs so they have a partner from whom they can learn. Allow students to use their completed Activity Notes, as well as vocabulary resources, during any assessments.

**Lesson 3** -

- Before the Preview Activity, pre-teach the terms *symbol* and *liberty* so that students will have greater success interpreting the poem about the Statue of Liberty. Also let students know that it is not necessary that they understand every word in a poem to get the gist of its meaning.
- In the Show What You Know assignment, rather than having students write song lyrics, allow students to draw a picture to represent their family's experiences. This will help students who have a limited vocabulary. Alternatively, have students work with partners, sharing ideas and receiving help with vocabulary.

### **Gifted and Talented - Advanced Learners**

**Lesson 1** - Have students gather information about the community in which they live. Tell them to categorize the information they collect into four groups—economics, geography, civics, and history. Then invite students to put together a presentation about their community from the point of view of each of the social scientists. This may be a good presentation to share with other classes or grade levels.

**Lesson 2** - Ask students to think of various places—cities and/or states—that they would like to visit across the country. Have them research each place by visiting the websites of visitors bureaus, tourist boards, and other official agencies. As the class studies each region, ask students to present the places they would like to visit in that region and to explain why they want to visit that place and what they learned from their research.

**Lesson 3** - Chief Seattle's speech is an excellent opportunity to teach students about sources and credibility. A widely circulated quote attributed to Chief Seattle is, "Teach your children what we have taught our children, that the earth is our mother. . . . The earth does not belong to man; man belongs to the earth. This we know. All things are connected like the blood which unites one family. All things are connected." But these lines were actually written by scriptwriter Ted Perry for a speech in a 1972 movie promoting environmental causes. (Perry has since written that he regretted writing and attributing a new version of Seattle's speech.) Encourage students to be careful consumers of things they read on social media and online articles and that they should look for multiple sources to confirm their findings. Ask them to find a news story (article or video) that has been posted on social media, and then have them conduct research to determine the validity of the story.

504 -

## Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 2

### The Northeast

### Summary and Rationale

**Unit 2 The Northeast** primarily focuses on students understanding the Northeast region of the United States focusing on its geography, economics, history, and civics. The students will be encouraged to create questions to help guide their thinking. In **Lesson 4** the students will Take a video tour of the Northeast and write fun questions for each stop. In **Lesson 5** students experience the population density of the Northeast and compare it to other locations in the United States. They will then have the opportunity to create a comic strip that highlights life in the heavily populated areas of the Northeast.



## Recommended Pacing

### [Pacing Guide](#)

5 - 6 weeks

## Standards

NJSLS

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).
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).
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
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.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.
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.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.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with

	others who have different perspectives.
CCSS-ELA - Reading	
CCSS.ELA-LITERACY.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-LITERACY.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.4.9.A	Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
Social Justice Standards (As Applicable)	
ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally
AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.

## Instructional Focus

### Enduring Understandings:

- There are different processes for establishing rules and laws.
- Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Regions form and change as a result of unique physical conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time
- Environmental and cultural characteristics influence where and how people live.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

### Essential Question(s):

- *How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?*
- *How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?*
- *How have scientific and technological developments over the course of history changed the way people live and economies and governments function?*

**Unit Inquiry Question(s) → What is it like to live in the Northeast region and how does it compare to my own?**

*Lesson 4 - What are different parts of the Northeast like?*

*Lesson 5 - How do people live in the Northeast?*

### Objectives (SLO)

Students will know:

- The different parts of the Northeast.
- How people live in the Northeast.

Students will be able to:

- Categorize key elements of the economy, geography, government, history, and people of the Northeast.
- Use a map of the region to trace the route of a tour through the Northeast.

- Identify the advantages and disadvantages of democracy, mass production, and laws.
- Analyze working conditions in the textile mills of Lowell, Massachusetts.
- Simulate the population density of the Northeast and compare it with that of other regions of the United States.
- Evaluate the effect of population density on the lives of urban- and rural-dwelling northeasterners.
- Describe the relationship between inventions and changes in city life.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project unit 2](#)
- [Lesson 4 Assessment](#)
- [Lesson 5 Assessment](#)
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

#### Documents & Resources:

- TCI Social Studies Alive - Regions of Our Country
  - [Lesson 4 - A Tour of the Northeast](#)
  - [Lesson 5 - Population Density and Life in the Northeast](#)
- LIST SUPPLEMENTAL RESOURCES UTILIZED BEYOND TCI

#### Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Refer to the Planning section (under the Activity tab on the left column) Differentiating learning tab.**

#### **Special Education -**

**Learners with Special Education Needs**

**Lesson 4** - Provide support with the Geography Challenge as needed, and consider pairing each student with another student who can help them if they are struggling. For the Hands-On Activity, provide examples of questions and/or create one together for each tour stop about the Northeast. Model the three types of questions: multiple choice, fill in the blank, or true/false. Remind students to note the answer beneath each.

**Lesson 5** - During the comic strip activity, have students focus on only one of the topics: housing, employment, transportation, the environment, or recreation. Ask the student which topic he or she would like to focus on, and help the student make a decision. You may also give students more guidance about what happens in each frame of the cartoon.

### **Learners Reading and Writing Below Grade Level**

#### **Lesson 4 -**

- Use the Toolbar in the online text as a means to increase reading fluency and comprehension, or read the sections of the text in an adult-led small group. Assist students as needed with producing clear and coherent questions and answers for the Hands-on Activity. Model the three types of questions: multiple choice, fill in the blank, or true/false. Remind students to note the answer beneath each.
- For Show What You Know, provide sentence starters as needed for students to write a short explanation about which tour stop was their favorite. Modify the writing expectations based on students' ability levels.

**Lesson 5** - Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Provide support with generating ideas and sentences for the comics. Assist students with creating a storyboard for their comics. If appropriate, allow them to dictate the dialogue to someone or provide assistance with spelling and punctuation.

### **ELL - English Learners**

#### **Lesson 4 -**

- Before the Geography Challenge in the Preview, create a sentence bank with the correct answers. Have students use this sentence bank to help them complete the Geography Challenge pages in their Interactive Student Notebooks. The sentence bank will enable them to focus on developing their geographic vocabulary and be successful at the same time.
- During the Geography Challenge, consider matching each English Learner with a student proficient in English. If necessary, provide instruction on how to read map legends, especially the circled star representing the nation's capital. Also be sure students understand the terms used in the Geography Challenge questions.

**Lesson 5** - Provide sentence starters for the discussion on experiencing population density after the first Hands-On Activity. Help students create a storyboard for their comics in the second Hands-On Activity, and provide language support as needed before beginning their work. Have students draw their illustrations for the comic first, and then work with a partner or adult to complete any dialogue. Each student will guide the story of the cartoon but will receive help in phrasing and vocabulary as needed to complete the comic.

### **Gifted and Talented -**

#### **Advanced Learners**

#### **Lesson 4 -**

- Have students research additional locations in the Northeast to create another tour of the region. Encourage them to create a map of the route, include pictures of each location, and narrate the tour (in an audio recording or aloud in front of the class) by sharing interesting information about each location. Allow students to work individually or in groups and to share their completed tours with the class.
- Alternatively, have students learn more about one or more of the tour stops covered in the lesson. Students can do further research using the resources in Enhancing Learning or resources found online or in the

library. Ask students to create a multimedia presentation, or any other teacher-approved product of their choosing, based on what they learned. Allow students to share their work with their classmates.

**Lesson 5** - To extend the Study Your State activity, have students create a physical or electronic version of a population density map. Depending on the number of students participating, assign a state in the Northeast to one or two students. Provide practice and assistance with making tables of data, or create a template for students to use. Encourage the use of materials and designs that relate to the Northeastern state they are assigned.

504 - Follow the student's 504 plan

## Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 3

### The Southeast

#### Summary and Rationale

**Unit 3 The Southeast** primarily focuses on students understanding the Southeast region of the United States focusing on its geography, economics, history, and civics then comparing it to their own. In **Lesson 6** students will Use their “social science” glasses to analyze what they see as they explore the Southeast on this self-directed tour. In **Lesson 7** students will watch videos of geography in the Southeast, and then create titles and captions for each video.

#### Recommended Pacing

[Pacing Guide](#)

4 - 5 weeks

## Standards

NJSLs	
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.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.
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.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
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.
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
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).
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.
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions
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.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
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.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade. • •
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries

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.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
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.
CCSS-ELA - Reading	
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
Social Justice Standards (As Applicable)	
ID.3-5.2	I know about my family history and culture and about current and past contributions of



	people in my main identity groups.
ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally
DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
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**Instructional Focus**

**Enduring Understandings:**

**Essential Question(s):**

<ul style="list-style-type: none"> <li>● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</li> <li>● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>● It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</li> <li>● Individuals have the right to be safe and not to be bullied or discriminated against.</li> <li>● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</li> <li>● Regions form and change as a result of unique physical conditions, economies, and cultures.</li> <li>● Patterns of settlement differ markedly from region to region, place to place, and time to time.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</i></li> <li>● <i>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</i></li> <li>● <i>How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</i></li> <li>● <i>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</i></li> </ul>
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- The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.
- Economic decision-making involves setting goals and identifying the resources available to achieve those goals.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.

**Unit Inquiry Question(s) → *What is it like to live in the Southeast region and how does it compare to my own?***

*Lesson 6 - What factors have shaped the culture of the Southeast?*

*Lesson 7 - How has geography helped shape daily life in the Southeast?*

**Objectives (SLO)**

**Students will know:**

- The factors that have shaped the culture of the Southeast.
- How geography has helped shape daily life in the Southeast.

**Students will be able to:**

- Apply map skills to locate nine important places in the Southeast.
- Use a map of the region to trace the route of a tour through the Southeast.
- Describe the major physical and human features of the Southeast.
- Identify the difficulties that early colonists faced in Jamestown, Virginia; some different southeastern musical traditions; and the ways in which life in America has changed since the civil rights movement.
- Interpret geographic information from special-purpose maps and images of the Southeast.

- Hypothesize the effects of geography and read to confirm or correct.
- Apply what has been learned by identifying the effects of geography in their own community.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project unit 3](#)
- [Lesson 6 Assessment](#)
- [Lesson 7 Assessment](#)
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

#### Documents & Resources:

- TCI Social Studies Alive - Regions of Our Country
  - [Lesson 6 - A Tour of the Southeast](#)
  - [Lesson 7 - The Effects of Geography on Life in the Southeast](#)
- LIST SUPPLEMENTAL RESOURCES UTILIZED BEYOND TCI

#### Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Refer to the Planning section (under the Activity tab on the left column) Differentiating learning tab.**

#### **Special Education - Learners with Special Education Needs**

##### **Lesson 6 -**

- Remind students what the jobs of an economist, a historian, a political scientist, and a geographer entail. If appropriate, create a poster for each social science and chart students ideas about each to hang in the classroom and refer to during the lesson. Alternatively, students can draw or act out what a person from each social scientist perspective would think, feel, say, hear, do, or go. Include sentence starters as needed to help students bring these perspectives to life.

- Rather than having students write a letter in the Study Your State assignment, have them draw pictures with brief captions that address the questions that are asked. This will convey the same message but without the structure of a letter. Students might be more comfortable with drawing a picture and writing only a few words than with writing a whole letter.

**Lesson 7** - For the Preview, have students go on a paper scavenger hunt in the classroom before reading to increase engagement. Partner students with stronger readers as pairs to complete and/or cut down the number of sections you require from the student. Provide support for the Vocabulary by having students draw pictures and write captions for the words. Assign each student one or two words each to caption and illustrate. Put them all together and use them for vocabulary review with students.

### **Learners Reading and Writing Below Grade Level**

**Lesson 6** - Use the Toolbar in the online text as a means of increasing reading fluency and comprehension, or read the sections of the text in an adult-led small group. Assist students as needed with producing clear and coherent questions and answers about the social sciences and the Southeast that are appropriate to task, purpose, and audience. Provide sentence starters for the questions for students if needed to generate their social scientist questions. If any student groups create social scientist posters, ask students to use these as a tool for generating questions and answers.

**Lesson 7** - Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Highlight the keywords on the evidence that are directly taken from the text to make it easier for students to locate information. Brainstorm caption ideas for the Hands-On Activity assignment before students complete the journal page. For the Show What You Know journal page, modify the assignment if needed to reduce writing.

### **MLL:**

#### **Lesson 6**

- Support students' language development prior to beginning the lesson. Pre-teach the ten vocabulary words for this lesson, and have students draw or identify images associated with each term: bayou, delta, hurricane, mineral, petroleum, plantation, savanna, segregation, strip mine, swamp. In addition, review lesson one and its description of the four social science perspectives: economist, historian, political scientist, and geographer. Make this learning visual by charting details for each social science perspective for students to refer to in the Hands-On Activity, or by creating social science posters to hang in the classroom as a reference.
- For the Study Your State assignment, allow students to write their letter with the assistance of another student. You may also want to allow students to write as much as they can in English and then work with a partner or adult to improve sentence structure and vocabulary. Provide sentence starters as needed.

**Lesson 7** - Consider partnering students with stronger readers as pairs to complete or cut down the number of sections you require from the student. Consider creating captions in advance for each video on slips of paper and provide them to students. Instead of composing their own, they could review the available ones you provide and pick the most appropriate one to include in their journal.

### **Gifted and Talented - Advanced Learners**

**Lesson 6** - Have students learn more about one or more of the tour stops in the Southeast. Students can do further research using any resources provided in the Enhancing Learning tab, or they can find their own additional resources from the internet or the library. Have students create a multimedia presentation, or any other teacher-approved product of their choosing, based on what they learned. Allow students to share their work with their classmates.

**Lesson 7** - For the show what you know portion, challenge students to find some relevant images and/or video clips that depict how geography affects life in their area. Similar to the activity, have them create a title and caption for each one. If preferred, students can research a location in the Southeast they learned about in the text instead of their local geography.

**504 - Follow the student's 504 plan**

**Career Readiness, Life Literacies, and Key Skills Practices**

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

**Unit 4**

**The Midwest**

**Summary and Rationale**

**Unit 4 The Midwest** primarily focuses on students understanding the Midwest region of the United States focusing on its geography, economics, history, and civics then comparing it to their own. In **Lesson 8** students will explore the Midwest on this self-directed tour and collect clues to reveal a secret word. **Lesson 9** has students focus on one reading section as they learn about how farming has changed over the years, then present information to others in their class while learning from them as well.

**Recommended Pacing**

[Pacing Guide](#)

4 - 5 weeks

**Standards**

NJSLs	
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.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.
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.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.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
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.
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
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.2	Use historical maps to explain what led to the exploration of new water and land routes.
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.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.
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.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.

CCSS-ELA - Reading	
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-LITERACY.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CCSS.ELA-LITERACY.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
Social Justice Standards (As Applicable)	
ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.

ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</li> <li>● Regions form and change as a result of unique physical conditions, economies, and cultures.</li> <li>● Patterns of settlement differ markedly from region to region, place to place, and time to time.</li> <li>● The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.</li> <li>● Environmental and cultural characteristics influence where and how people live.</li> <li>● Human activity affects the cultural and environmental characteristics of places and regions.</li> <li>● Cultural and environmental characteristics change over time.</li> <li>● Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</li> <li>● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.</li> <li>● Economic decision-making involves setting goals and identifying the resources available to achieve those goals.</li> <li>● An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</li> <li>● The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</li> <li>● The exchange of goods and services can have negative and positive effects.</li> </ul>	<ul style="list-style-type: none"> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> </ul>



<ul style="list-style-type: none"> <li>● A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</li> <li>● Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</li> <li>● Chronological sequencing helps us track events over time.</li> <li>● Interactions of people and events throughout history have shaped the world we experience today</li> </ul>	
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**Unit Inquiry Question(s) → What is it like to live in the Midwest region and how does it compare to my own?**  
*Lesson 8 - Why do we call the Midwest “America’s Heartland”?*  
*Lesson 9 - How has farming changed in the Midwest over time?*

**Objectives (SLO)**

<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Why we call the Midwest “America’s Heartland”</li> <li>● How farming has changed in the Midwest over time</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe the major physical and human features of the Midwest.</li> <li>● Apply map skills to locate nine important sites in the Midwest.</li> <li>● Use a map of the region to trace the route of a tour through the Midwest.</li> <li>● Categorize key elements of the economy, geography, transportation, history, and people of the Midwest over time.</li> <li>● Use textual and visual clues to identify photographs of nine key landmarks in the Midwest.</li> <li>● Read graphs, charts, and numerical information from text and other sources.</li> <li>● Analyze images.</li> <li>● Compare and contrast farm size, farm technologies, and farm life from 1800 to today.</li> </ul>
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**Assessment**

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

- [TCI - Inquiry Project unit 4](#)
- [Lesson 8 Assessment](#)
- [Lesson 9 Assessment](#)
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

## Suggested Documents, Resources, & Technology Tools

### Documents & Resources:

- TCI Social Studies Alive - Regions of Our Country
  - [Lesson 8 - A Tour of the Midwest](#)
  - [Lesson 9 - Agricultural Changes in the Midwest](#)
- LIST SUPPLEMENTAL RESOURCES UTILIZED BEYOND TCI

### Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Refer to the Planning section (under the Activity tab on the left column) Differentiating learning tab.**

### **Special Education -**

#### **Learners with Special Education Needs**

**Lesson 8** - Pair students strategically during the Hands-On Activity so they have support with answering the focus questions and finding the hidden letters on the tour stops. Modify the Show What You Know assignment so students recommend only one or two stops instead of three. Alternatively, give each student a blank note card and have them decorate one side with pictures from one or more of the sites they visited. Students can then write one or two sentences about their visit to the Midwest, perhaps focus-ing on just one site and incorporating two or three of the vocabulary words.

**Lesson 9** - For Hands-On Activity: Trading Farming Information, consider pairing students strategically to provide them the necessary academic and emotional support to be successful. To further engage students, allow them to select the topic in which they are most interested in for “buying and selling” portion of the activity. Alternatively, assign students the same Activity Card and go over the reading, charts and tables, and discussion questions in advance of the presentations.

#### **Learners Reading and Writing Below Grade Level**

**Lesson 8** - Use the Toolbar in the online text as a means of increasing reading fluency and comprehension, or read the sections of the text in an adult-led small group. In addition, support students’ language development and reading skills prior to beginning the lesson by pre-teaching the ten vocabulary words for this lesson and asking them to draw or identify images associated with each term: frontier, prairie, fertile, livestock, feedlot, meatpacking, reservation, assembly line, and transportation hub.

**Lesson 9** - Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Highlight key words or phrases that will help students follow the text and complete the Activity Notes for Hands-On Activity: Completing a Jigsaw About Agricultural Changes. For Show What You Know, modify the writing portion of the Activity Notes to ensure student success. Allow drawings with captions or other ways to represent student learning instead of writing an article.

## MLL

**Lesson 8** - Before the Geography Challenge in the Preview Activity, create a sentence bank with the correct answers. Have students use this sentence bank to help them complete the Geography Challenge pages in their Preview Activity Notes. The sentence bank will enable them to focus on developing their geographic vocabulary and be successful at the same time. During the Geography Challenge, match each English learner with a student proficient in English. If necessary, provide instruction on how to read map legends. Also be sure students understand terms used in the questions on the Geography Challenge Cards.

### Lesson 9 -

- Pre-teach the nine vocabulary words about farming to students. Use the strategy of Total Physical Response (TPR), or have students act out words in a game format to increase meaningful learning opportunities and language retention.
- For Hands-On Activity: Trading Farming Information, consider pairing students with those who have a strong command of the language needed for the lesson. Consider assigning these pairs *Activity Card C: Farm Life* or *Activity Card D: Crops and Livestock*, which have fewer domain-specific words than the other Activity Cards. For the presentation, provide sentence starters and other supports so students are prepared and comfortable with speaking in front of the class.

### Gifted and Talented - Advanced Learners

**Lesson 8** - Have students research what life was like in a town or city (other than Detroit) in their state during World War II. They can then compare what they discover with what they have learned about Detroit in this lesson. Have students create posters showcasing what they learn about industry, home life, and opportunities in their state during World War II. Allow them to present their posters and findings to the class or to another appropriate audience.

**Lesson 9** - Have students research farmers' markets in your community and share their learning in a manner of their choosing. Alternatively, have them research farming in the Midwest from the 1800s to today. Students can create a slideshow or other product that compares agricultural practices and inventions from the past to the present. This [Smithsonian website](#) is a useful resource for finding information on farming long ago.

### 504 - Follow the student's 504 plan

## Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 5

### The Southwest

#### Summary and Rationale

**Unit 5 The Southwest** primarily focuses on students understanding the Southwest region of the United States focusing on its geography, economics, history, and civics then comparing it to their own. **Lesson 10** encourages students to focus on the geography and History of the Southwest. The Students will construct a shoebox diorama that will act as one of nine tour stops in the Southwest. Students will then share their diorama and the perspectives of three inhabitants on the geography and history of the area. In **Lesson 11** students will explore the Colorado river and how it affects the Southwest. The students will write episode descriptions for the Colorado River series, and plan a documentary trailer about the future of the Colorado River.

#### Recommended Pacing

[Pacing Guide](#)

5 -6 weeks

#### Standards

NJSLS

6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
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.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.
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.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
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.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
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.
6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
CCSS-ELA - Reading	
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
Social Justice Standards (As Applicable)	

DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally
AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</li> <li>● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</li> <li>● Patterns of settlement differ markedly from region to region, place to place, and time to time.</li> <li>● The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.</li> <li>● Environmental and cultural characteristics influence where and how people live.</li> <li>● Cultural and environmental characteristics change over time.</li> <li>● The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</li> <li>● Chronological sequencing helps us track events over time.</li> <li>● Interactions of people and events throughout history have shaped the world we experience today.</li> <li>● There are a variety of sources that help us understand the past.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> </ul>

- Historians use evidence from multiple sources to support their claims and arguments about the past.

**Unit Inquiry Question(s) → What is it like to live in the Southwest region and how does it compare to my own?**

***Lesson 10 - How have geography and history shaped life in the Southwest?***

***Lesson 11 - How do people depend on the Colorado River and share its water?***

**Objectives (SLO)**

Students will know:

- *How geography and history shaped life in the Southwest.*
- *How people depend on the Colorado River and share its water.*

Students will be able to:

- Work cooperatively with others to create a product that showcases the history and geography of the Southwest.
- Tell the story of a geographic place through multiple perspectives.
- Trace the path of a tour through the Southwest on a map of the region.
- Identify geographic features in the Colorado River basin.
- Identify the impact of limited resources on people.
- Write about the history of the Colorado River and how water usage from the river has evolved over time.

**Assessment**

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project](#) unit 5
- [Lesson 10 Assessment](#)
- [Lesson 11 Assessment](#)
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

**Suggested Documents, Resources, & Technology Tools**

Documents & Resources:

- TCI Social Studies Alive - Regions of Our Country
  - [Lesson 10 - A Tour of the Southwest](#)
  - [Lesson 11 - A Case Study in Water Use: The Colorado River](#)

- LIST SUPPLEMENTAL RESOURCES UTILIZED BEYOND TCI

Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Refer to the Planning section (under the Activity tab on the left column) Differentiating learning tab.**

#### **Special Education -**

##### **Learners with Special Education Needs**

**Lesson 10** - As with English Learners, build vocabulary with students before the Hands-On Activity so they can understand their meanings and identify images of each. For the Hands-On Activities, assign students their role (Diorama Educator, Tour Director, Diorama Designer, Task Manager) based on their needs and abilities. Have groups practice presenting several times in their small group before they do so in front of classmates. Offer constructive feedback before they present so they can revise.

**Lesson 11** - While it is important for all students to be exposed to the creative writing process, it might be helpful to share how Hands-On Activity: The Future of the Colorado River will be structured ahead of time and to carefully pair each student with another student who will help nurture them through the process. This may prevent students from feeling frustrated. Encourage students to think about the important concepts presented and to not be distracted by the logistics of the activity. Scaffold as needed, or provide an alternative product that requires less writing, to allow students to share their learning.

##### **Learners Reading and Writing Below Grade Level**

###### **Lesson 10 -**

- Use the Toolbar in the online text as a means to increase reading fluency and comprehension, or read the sections of the text in an adult-led small group. In Hands-On Activity: Creating Dioramas for a Tour of the Southwest, students use the text for their section and the biographies on their Activity Card to create their dioramas and presentations. During the Hands-On Activities, assign students to the role of Diorama Designer or Task Manager, which require less reading and writing than the other roles.
- For Study Your State, provide sentence starters when students write their observations about their maps and their explanations about why they think their chosen city is located where it is.

###### **Lesson 11 -**

- Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. For Hands-On Activity: The Future of the Colorado River, consider having students partner with proficient writers with whom they can divide the work. Then have students who read and write below grade level focus on the images and video instead of writing.
- For Show What You Know, allow students to use keywords and images for their posters rather than requiring complete sentences.

#### **MLL**

##### **Lesson 10 -**

- Before the Geography Challenge in the Preview, create a sentence bank with the correct answers. Have students use this sentence bank to help them complete the Geography Challenge pages in their Interactive



Student Notebooks. The sentence bank will enable them to focus on developing their geographic vocabulary and be successful at the same time.

- Teach the 11 vocabulary words for the lesson before the Hands-On Activity by showing examples of each: *adapt, aqueduct, border, canyon, capital, cavern, dam, desert, mesa, mission, and rebellion*. Consider dividing these words among students and having them create a sticker like they'll see in the Show What You Know Activity Notes. The sticker should include the vocabulary word, an image that shows its meaning, and a slogan or sentence using the word.

**Lesson 11** - During each Hands-On Activity, work with students in pairs or small groups to read all the text sections. Students can either read paragraphs aloud or follow along as the text is read to them. Incorporate frequent checks to ensure comprehension. Consider color coding or separating the terms into sections to allow for successful completion of the assignment.

### **Gifted and Talented - Advanced Learners**

**Lesson 10** - Have students use the links from the Enhancing Learning section to learn more about one or more of the stops on the Southwest tour. Have students create a newspaper to report what they have learned. Each should write an article about the site they visited. Students should also create a name for the newspaper and add creative headlines, pictures, captions, and even advertisements. If possible, make copies of the newspaper to distribute to the class. For a simpler version, students can use the outline of a big rig to record their learning. Share the big rigs with the class, and display them for others to see and learn from.

**Lesson 11** - Now that students have learned about the Colorado River as a water source for many communities, have them research where the water in their own community comes from. Students can use what they learned about conservation in the Colorado River basin to create a campaign encouraging others to conserve water in their own community. For example, students might create posters reminding people in the school to turn off water faucets completely when they are done using them or asking community members to water lawns less frequently. Students' posters should explain why conserving water is important for the community.

### **504 - Follow the student's 504 plan**

## **Career Readiness, Life Literacies, and Key Skills Practices**

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 6

### The West

#### Summary and Rationale

**Unit 6 The West** primarily focuses on students understanding the West region of the United States focusing on its geography, economics, history, and civics then comparing it to their own. In **Lesson 12** students will Complete a scavenger hunt while touring the West, and learn why people are drawn to each location. **Lesson 13** students will solve a case of missing landmarks to learn more about western cities. Then analyze a text exchange to prevent the thieves from shrinking the next landmark.

#### Recommended Pacing

##### [Pacing Guide](#)

3 - 4weeks

#### Standards

NJSLS

6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
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.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.
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.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
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.4	Explain how cultural and environmental characteristics affect the distribution and

	movement of people, goods, and ideas.
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.
6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
CCSS-ELA - Reading	
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-LITERACY.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CCSS.ELA-LITERACY.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	
Career Readiness, Life Literacies, and Key Skills		
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
Social Justice Standards (As Applicable)		
ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.	
ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	
DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.	
DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally	
<b>Enduring Understandings:</b>		<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</li> <li>● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</li> <li>● Patterns of settlement differ markedly from region to region, place to place, and time to time.</li> <li>● The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.</li> <li>● Environmental and cultural characteristics influence where and how people live.</li> <li>● Cultural and environmental characteristics change over time.</li> <li>● The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</li> </ul>		<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> </ul>

- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.
- There are a variety of sources that help us understand the past.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

**Unit Inquiry Question(s)** → What is it like to live in the West region and how does it compare to my own?

**Lesson 12** *What are the features that have drawn people to the West?*

**Lesson 13** *What attracts people to the cities of the West?*

**Objectives (SLO)**

Students will know:

- *The features that have drawn people to the West.*
- *What attracts people to the cities of the West.*

Students will be able to:

- Identify reasons why the West has attracted people.
- Apply map skills to locate nine important sites in the West.
- Trace the path of a tour through the West on a map of the region.
- Describe the physical and human features of the West.
- Identify characteristics of the geography, history, people, economy, and recreational activities of seven cities in the West.
- Identify ways in which people in Portland, Oregon, keep the city beautiful and help the environment.
- Use latitude and longitude to locate places on a map.

**Assessment**

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project](#) Unit 6
- [Lesson 12 Assessment](#)
- [Lesson 13 Assessment](#)
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

## Suggested Documents, Resources, & Technology Tools

### Documents & Resources:

- TCI Social Studies Alive - Regions of Our Country
  - [Lesson 12 - A Tour of the West](#)
  - [Lesson 13 - Cities of the West](#)
- LIST SUPPLEMENTAL RESOURCES UTILIZED BEYOND TCI

### Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Refer to the Planning section (under the Activity tab on the left column) Differentiating learning tab.**

### Special Education -

#### Learners with Special Education Needs

##### Lesson 12 -

- To get students excited about the scavenger hunt, show them some of the questions they'll be trying to answer in their Hands-On Activity Notes. Consider requiring students to bring their work to you to check their answers and locate the scavenger questions correctly.
- For the Study Your State activity, help students find resources and research popular tourist attractions, celebrations, and symbols that are special to your state. Give them an organizer or sentence starters when writing information they find for the assignment.

**Lesson 13** - In the Preview, allow students to choose which of the two prompts they would like to respond to. During *Hands-On Activity: Collecting Evidence from Cities in the West*, limit the number of pieces of evidence that students must examine. Before class, highlight the most important words and phrases on each piece of evidence. Provide sentence starters for the Hands-On Activity Notes or any other support needed when completing the writing portion of the assignment.

#### Learners Reading and Writing Below Grade Level

##### Lesson 12 -

- Use the Toolbar in the online text as a means of increasing reading fluency and comprehension, or read the sections of the text in an adult-led small group. In addition, support students' language development and reading skills prior to beginning the lesson by pre-teaching the vocabulary words for this lesson and asking them to draw or identify images associated with each term.
- During the Hands-On Activity, provide support for students when reading the scavenger hunt clues. Consider pairing them with proficient readers and writers so they have assistance and support when needed. For the Study Your State activity, share ideas for presenting information on their state that are less focused on writing, such as creating illustrations or photographs with captions. Be sure to have them include images that show the sites, celebrations, and symbols you have chosen. Assist with writing captions as needed.

**Lesson 13** - Before students begin the reading, point out that every section is organized the same way: geography, history, population, economy, and two ways to have fun. This will help with their reading comprehension. In addition, use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Highlight the

keywords on the evidence that are directly taken from the text to make it easier for students to locate the correct city.

## **MLL**

### **Lesson 12 -**

- Before the Geography Challenge in the Preview Activity, create a sentence bank with the correct answers. Have students use this sentence bank to help them complete their Preview Activity Notes. The sentence bank will enable them to focus on developing their geographic vocabulary and be successful at the same time. During the Geography Challenge, consider matching each English learner with a student proficient in English. If necessary, provide instruction on how to read map legends. Also be sure students understand terms used in the questions on the Geography Challenge Cards.
- For the Show What You Know assignment, provide assistance with finding resources to learn about other attractions in the West. Provide sentence starters when they write the things they learned about the area and why people might want to visit.

**Lesson 13 -** During *Hands-On Activity: Collecting Evidence from Cities in the West*, pair English learners with stronger readers. Have their partner assist in finding and highlighting the key words that might be listed in the clue and together find the connected city in the text. It might also be practical to limit the number of pieces of evidence that pairs have to examine. In the Show What You Know, help students identify and research a nearby landmark so they can successfully complete the Student Journal assignment.

### **Gifted and Talented - Advanced Learners**

**Lesson 12 -** Have students use information from their Student Text, additional texts, or Web sites to research more information about any of the tour stops in the West, or another historical location in the West such as the Pacific Crest Trail. Ask students to create a travelogue, which is a movie, book, or illustrated lecture about the places visited and experiences of travelers. Students should include how many miles the trail is, when in the year travelers should begin the trip and why, what travelers should bring, and what they need to be careful of. Students should also map the distance a traveler can cover each week and write brief paragraphs to describe what can be seen along the way. Have students share their travelogues with the class to highlight the trail in greater depth.

### **Lesson 13-**

- Enhance the difficulty of the Preview by asking students to compare and contrast the West to where students live using a Venn Diagram or other organizer. For the Study Your State assignment, allow students to actually create a website using Google Sites or another student-friendly platform. Students can work independently or in a group to divide the work and create a website that can be used by classmates.
- As an alternative, challenge students to create a fictional piece of evidence similar to the activity for another city in the West. Have the students share their examples with others to see if the students can correctly locate the city based on the clues they create.

### **504 - Follow the student's 504 plan**

## **Career Readiness, Life Literacies, and Key Skills Practices**

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions

- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 7

### Inquiry: Studying Your State

#### Summary and Rationale

**Unit 7 Inquiry: Studying Your State** primarily focuses on students' understanding of how they can use inquiry to learn about their state focusing on its geography, economics, history, and civics. In **Lesson 14** students will explore the tools geographers use as they create a state geography game that connects to history, economics, and more. Then play a state geography game with a partner. In **Lesson 15** students will continue to learn the difference between primary and secondary sources and understand why people study the past. Research primary or secondary sources related to their state's history through three time periods. In **Lesson 16** students will learn how to spot economics all around them. They will research economics in their state and collect images that showcase everyday economics. In **Lesson 17** students will learn about their state government while creating a puzzle game.

#### Recommended Pacing

##### [Pacing Guide](#)

8 - 9 weeks

#### Standards

NJSLS

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.

6.1.5.CivicsPI.2

Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).



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
6.1.5.CivicsPI.5	Explain how the government functions at the local, county, and state level.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
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.
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).
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).
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
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).
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
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.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.
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.
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
CCSS-ELA - Reading	
CCSS.ELA-LITERACY.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS.ELA-LITERACY.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-LITERACY.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-LITERACY.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.4.1.B	Provide reasons that are supported by facts and details.
CCSS.ELA-LITERACY.W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-LITERACY.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-LITERACY.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Social Justice Standards (As Applicable)	
ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.
ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.
ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
Instructional Focus	

<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>● Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</li> <li>● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</li> <li>● A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</li> <li>● Fundamental rights that allow democratic societies to function can be seen at all levels of government in society</li> <li>● There are different processes for establishing rules and laws.</li> <li>● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>● It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</li> <li>● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</li> <li>● Regions form and change as a result of unique physical conditions, economies, and cultures.</li> <li>● Patterns of settlement differ markedly from region to region, place to place, and time to time.</li> <li>● The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.</li> <li>● Environmental and cultural characteristics influence where and how people live.</li> <li>● Human activity affects the cultural and environmental characteristics of places and regions.</li> <li>● Cultural and environmental characteristics change over time.</li> <li>● Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</li> <li>● Economic decision-making involves setting goals and identifying the resources available to achieve those goals.</li> </ul>	<ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ul>

- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

**Unit Inquiry Question(s) → *How can I use inquiry to learn about my state?***

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

***Lesson 15 - How can you learn about your state's history?***

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

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

**Objectives (SLO)**

Students will know:

- How geography has influenced life in their state.
- About their state's history.
- What they need in order to understand their state's economy.
- How their state's government works.

Students will be able to:

- 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.
- 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 state history.
- 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.
- 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.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project](#) Unit 7
- [Lesson 14 Assessment](#)
- [Lesson 15 Assessment](#)
- [Lesson 16 Assessment](#)
- [Lesson 17 Assessment](#)
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

#### Documents & Resources:

- TCI Social Studies Alive - Regions of Our Country
  - [Lesson 14 - The Geography of Your State](#)
  - [Lesson 15 - The History of Your State](#)
  - [Lesson 16 - The Economy of Your State](#)
  - [Lesson 17 - The Government of Your State](#)
- LIST SUPPLEMENTAL RESOURCES UTILIZED BEYOND TCI

#### Technology Tools:

- Chromebooks

- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

**Refer to the Planning section (under the Activity tab on the left column) Differentiating learning tab.**

### **Special Education -**

#### **Learners with Special Education Needs**

##### **Lesson 14 -**

- Familiarize students with the Atbash cipher, which connects each letter with its reverse counterpart in the alphabet. Students will be using this throughout the lesson and may need help with it. You may also provide them with [this resource \(https://www.boxentriq.com/code-breaking/\)](https://www.boxentriq.com/code-breaking/) to translate Atbash ciphers online.
- For the Study Your State section, have students work in pairs to research and locate images of their state's geography. Assist them with writing explanations for each photograph and completing the Study Your State assignment in the Student Journals.

##### **Lesson 15 -**

- Prior to conducting the Hands-On Activity, ensure students understand the difference between primary and secondary sources and why people study the past. Play a "Name that Source" game, where a primary or secondary source of information is shown, and students must label it correctly and describe what evidence they have to prove it is primary or secondary. If needed, provide assistance with their written descriptions of primary and secondary sources.
- For the first Hands-On Activity, use your state's archives as a resource. Provide learners with special education needs with a selection of three artifacts related to their assigned topic. Have them pick one and work with their group to come up with the caption.

**Lesson 16 -** Provide students with several images that would work well for Hands-On Activity: Picturing Economics. Allow students to pick which images they would like to use. Partner each student with another in the class who can help them to write a caption linking the term to the picture.

**Lesson 17 -** For the Hands-On Activity, simplify the game experience for students. Have their design team focus on short words and simple directions. Encourage the design team to allow your special needs student to pick the escape room template. Allow students to choose the role that best matches their skills and abilities: researcher, script writer, puzzle master, or game designer.

#### **Learners Reading and Writing Below Grade Level**

**Lesson 14 -** Pair students reading or writing below grade level with a stronger reader during the Hands-On Activity. If needed, provide students with a partially completed copy of the Activity Notes. In Section 4, for example, you could match two of the sources, leaving just three for the student to finish. For *Hands-On Activity: Creating a State Geography Trivia Game*, pair students strategically so they can successfully read and locate information using maps, books, and the Internet.

**Lesson 15 -** Students may need support as they describe the attic artifacts in the Preview Activity. Provide examples and support as students research important events specific to state history and write captions explaining an artifact's significance. Modify the research, reading, and writing expectations based on student need. Students may also need assistance generating ideas and finding resources at appropriate reading levels to complete the Show What You Know assignment.



**Lesson 16** - Be prepared to support students as they gather images or take photos during Hands-On Activity: Picturing Economics. Have students brainstorm examples that could represent each economic concept. Students can use this list to help them decide what to photograph or collect images of. If needed, find images that showcase everyday economics to share as options for students.

**Lesson 17** - Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Allow students to choose the role that best matches their skills and abilities: researcher, script writer, puzzle master, or game designer. Reduce the writing requirements of the Hands-On Activity Notes as needed. Make sure students have gathered enough information from the reading to write questions for the puzzles.

## MLL

**Lesson 14** - During the Preview Activity, Vocabulary Activity, and Hands-On Activity, provide decoded letters or words if students are struggling with the cipher. For the Preview Activity, ensure students understand the terms “physical geography feature” and “human geography feature” before completing their Student Journals. Model examples if needed.

**Lesson 15** - For the Preview Activity, have students describe artifacts of their choosing before completing their Student Journals. Provide sentence starters and have students practice describing the artifacts orally before completing written work. If appropriate, encourage the student to use tools like Google Translate in their research, making sure that another group member helps them to correctly translate the captions correctly for their artifact. If doing oral presentations on their artifacts or state historical figures, provide sentence starters and ample time to rehearse their presentations so they feel comfortable speaking in front of the class.

### Lesson 16 -

- Before the Preview, give students an image with which they can practice identifying economic. Provide sentence starters to model their responses. During the Preview, review the vocabulary terms *budget*, *factors of production*, *market*, *scarcity*, and *tax* so students can use the terms when identifying economic concepts in images. Also, identify the three factors of production.
- During Hands-On Activity: Picturing Economics, have students partner with another student to transcribe their captions or allow students to use audio-to-text tools. Alternatively, during Extension: Displaying Economics, have students orally describe their images and captions.

**Lesson 17** - For the Vocabulary Activity, pre-teach the vocabulary words with students who need language support. Have students draw pictures, translate words from their native language into English, and create their own sentences to ensure comprehension. If appropriate, limit the number of words the student must decode or provide every other answer for them. In the Hands-On Activity, have students focus on one of the vocabulary terms as the code or part of their game since the student will by then be more familiar with them.

## Gifted and Talented - Advanced Learners

**Lesson 14** - Encourage students to create additional questions for their state geography games. For example, you could require them to create two questions for demographics, two for history, and two for economics. Alternatively, have students create their own codes and ciphers using the same information from the game in the Activity. Have others solve their puzzles.

**Lesson 15** - Challenge advanced learners to provide both a primary and secondary source for their assigned topic. Students can also provide their partners support with their reading and research, create their own artifacts or displays for the gallery walk, or add a multimedia component to their artifact or important historical figure from their state.

**Lesson 16** - For Hands-On Activity: Picturing Economics, challenge students to take or find pictures that exemplify each of the five terms. For Show What You Know, ask students to write a paragraph or an essay or

to create a multimedia presentation that identifies where they see each term they studied represented in the image.

**Lesson 17** - Ask students to create more than one escape room game, or come up with an entirely different type of escape room game than any of the templates provided. Allow students to focus on one or more of the following:

- (1) A storyline: What exciting events have led them to this puzzle? What will happen if they solve the puzzle?
- (2) Artwork: What drawings, color, or visuals could enhance your game?
- (3) Video/Audio: Are there any music or video clips that would add excitement? Students can also create a forum for playing these games, such as a website or a live escape room event.

**504 - Follow the student's 504 plan**

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>