

# **Beach Haven School District**

Social Studies Curriculum

Grade 4

## Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, cultures of the past and present, the Holocaust, and the Amistad Movement. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised on:	December 18, 2019
Revised by:	Katie Micek, Jessica Wiehr
Proposed Revision Date	Summer 2021

<b>Unit 1: Northeast</b>	<b>40 days- ongoing</b>
<b>Unit 2: Southeast</b>	<b>30 days- ongoing</b>
<b>Unit 3: Midwest</b>	<b>40 days- ongoing</b>
<b>Unit 4: Southwest</b>	<b>40 days- ongoing</b>
<b>Unit 5: West</b>	<b>30 days- ongoing</b>

<b>Unit 1: Northeast</b>	<b>Duration:</b> 40 days- ongoing
<b>Standards</b>	
<p>6.1.4. A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4. A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4. B.7 Explain why some locations in New Jersey and the United States are more suited settlement than others.</p> <p>6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>6.1.4. C.13 D Determine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4. C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p> <p>6.1.4. C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4. C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4. C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p>	

- 6.1.4. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4. D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4. D.7 Explain the role of Governor William Livingston played in the development of New Jersey government.
- 6.1.4. D.9 Explain the impact of transatlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4. D.14 Trace how the American identity evolved over time.
- 6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators, during the Holocaust.
- 6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- 6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Interdisciplinary Connections:**

**ELA:**

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

**Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Technology:**

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• Geography plays a major role in the diversity of individuals.</li><li>• By accepting diverse cultures society will continue to grow and improve.</li><li>• Technological advances in transportation, science, and the arts have shaped the growth of America.</li><li>• The environment shapes the American heritage.</li><li>• How ethnicity creates, changes, or challenges perceptions.</li><li>• The connection between positive behavior and acts of courage, integrity, and empathy.</li><li>• The actions of one person can set in motion a chain of events and have positive or negative outcomes for themselves or others.</li></ul>	<ul style="list-style-type: none"><li>• What are the geographic differences and similarities in each region of the United States?</li><li>• Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?</li><li>• How do cultural differences in the United States relate to that of the world?</li><li>• How does a “model citizen” challenge perceptions of ethnicity?</li><li>• How can a person become a symbol or an icon for change in the community?</li><li>• Why do some people stand by during times of injustice while others try to stop or prevent injustice? (Integrity)</li><li>• Do individuals in the community have a responsibility to take action to prevent injustice?</li></ul>

	<ul style="list-style-type: none"> <li>What can we do as individuals-and groups-to overcome prejudice?</li> </ul>
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Vocabulary	
erosion, natural resources, renewable resource, nonrenewable resource, glacier, icon, symbol, perception, diversity, discrimination, bystander, perpetrator, Holocaust, Nazi, racism	
Knowledge and Skills	
Content	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>Map skills - locate specific US Regions.</li> <li>Differences and similarities between the regions.</li> <li>Cultural differences throughout the United States.</li> <li>The contributions made by historical figures.</li> <li>Contributions to America's heritage.</li> <li>That traditions and values have changed America.</li> <li>Global perspectives influence the U.S.</li> <li>How entrepreneurs have assisted our history.</li> <li>Environmental and technological advances change and create opportunities.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>Utilize maps and technology to identify regions of the United States.</li> <li>Compare and contrast regions of the United States.</li> <li>Examine and relate regions to cultural characteristics.</li> <li>Analyze global issues that affect their local area and how they compare to other regions.</li> <li>Compare and contrast similar topics and views from around the world.</li> </ul>

<ul style="list-style-type: none"> <li>• Technology in communications has impacted our relationship with other cultures.</li> <li>• How to become a United States citizen.</li> <li>• Global challenges exist and nations need to work together to resolve.</li> <li>• The importance of views and opinions from around the world and appreciate individual differences.</li> <li>• New Jersey <ul style="list-style-type: none"> <li>○ Landforms and climate</li> <li>○ Human interaction</li> <li>○ Locations suited for settlement</li> <li>○ Major cities</li> <li>○ Different regions with different economic opportunities</li> <li>○ Transportation system</li> <li>○ Governor's-first and current</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Examine how ethnic identity shapes individual perceptions of others.</li> <li>• Analyze famous quotations and decipher meaning</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will create a scrapbook of the region, highlighting important landforms, history, resources, and climate.	Google Slides (Chromebook)  Research information on chromebook/computer
Students will go on a virtual field trip of Niagara Falls and write a journal entry of their experiences.	Chromebook Writer's Notebook or Google Document Pencil Post-its for taking notes
Students will create a brochure of the region persuading others to visit.	Construction Paper Crayons/Markers/Colored Pencils



<p>Students will research and examine Bess Myerson's journey to become the first Jewish-American Miss America.</p> <p>Students will read "The Rough Face Girl" and discuss the concept of "You Can't Be Beautiful and Hate..."</p> <p>Using the provided list of QOD (Quotes of the Day), have students work with a partner to discuss the quote and what it may mean. Have students respond to the quote: What does it mean to them? Discuss the person who wrote the quote, what was his/her motivation for writing it?</p>	<p>Studies textbook, other books, research using chromebook</p> <p><a href="http://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf">www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf</a> pgs. 205-210</p> <p><a href="http://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf">www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf</a> pgs. 205-210</p> <p><a href="http://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf">www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf</a> pgs. 24-36</p>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>● <i>HMH- Kids Discovery</i></li> <li>● <i>Houghton Mifflin, Social Studies- 2008</i></li> <li>● <i>Weekly Reader- Scholastic News</i></li> <li>● <i>The Rough Face Girl</i></li> <li>● <i>America's Top 10 Natural Wonders</i>, by Edward Ricciuti</li> <li>● <i>Legends of Landforms: Native American Lore and the Geology of the Land</i>, by Carole Garbuny Vogel</li> <li>● <i>Women Win the Vote</i>, by Joanne A. Grote</li> </ul>	
<b>Websites</b>	
<a href="https://www.brainpop.com/socialstudies/">https://www.brainpop.com/socialstudies/</a>	
<a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>	
<a href="http://www.teach-nology.com/">http://www.teach-nology.com/</a>	
<a href="https://education.nationalgeographic.com/">https://education.nationalgeographic.com/</a>	
<a href="https://www.flocabulary.com/unit/regions-of-the-us/">https://www.flocabulary.com/unit/regions-of-the-us/</a>	

## Accommodations & Modifications

### English Language Learners

- Provide extra time
- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide word bank

### Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Basic Skills**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

**Economically Disadvantaged**

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Pre Teach Vocabulary and Help Students to Preview Lessons to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

## **Special Education Plans**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide students with modified assessments that are organized, easy to follow, and have clear directions
- Assess students assignments on quality over quantity
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in future lessons
- Use graphic organizers to help students organize important information from a lesson
- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

### 504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
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- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

### Evidence of Student Learning

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

**Other Assessments**

- Interview people from the region
- NJ Research Project
- The American Revolution: Causes –  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/the-american-revolution-causes.cfm>
- U.S. Geography: The Northeast -  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-northeast.cfm>

### **Formative Assessments**

- Completing a map for the Northeast region
- Graphic Organizers to compare and contrast
- Research and present material for the Northeast region
- Observations
- Homework
- Quizzes
- Class Participation
- Notebook
- Portfolio

### **Summative Assessments**

- Unit Projects such as scrapbooking or making brochures of the Northeast region
- PowerPoint or Web Quest Presentation to explore the Northeast region of the United States
  - Chapter Tests
  - Unit Tests
  - Problem Based Learning Projects

### **Benchmark Assessment**

- Social Studies Notebook Check with Scoring Rubric

### **Alternative Assessments**

	<ul style="list-style-type: none"> <li>• Group Work/Class Discussion Rubric</li> <li>• Teacher Observations</li> <li>• Questions Starters</li> <li>• Participation Rubric</li> <li>• Modified Tests/Quizzes/Classwork</li> <li>• Social Studies related Reading A-Z</li> <li>• Social Studies related Achieve 3000 Leveled Articles</li> <li>• Fundamentals Unlimited Books and Assessments</li> </ul>
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<b>Unit 2: Southeast</b>	<b>Duration:</b> 30 days- ongoing
<p style="text-align: center;"><b>Standards</b></p> <p>6.1.4. A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4. A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>6.1.4. C.13 Determine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4. C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4. C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>	

6.1.4. C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

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6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **Interdisciplinary Connections:**

##### **ELA:**

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

#### **Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

#### **21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related



earnings.

**Technology:**

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• Geography plays a major role in the diversity of individuals</li><li>• By accepting diverse cultures society will continue to grow and improve.</li><li>• Technological advances in transportation, science, and the arts have shaped the growth of America.</li><li>• The environment shapes the American heritage.</li></ul>	<ul style="list-style-type: none"><li>• What are the geographic differences and similarities in each region of the United States?</li><li>• How do cultures differ from region to region in the United States?</li><li>• Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?</li></ul>

Vocabulary	
region, mountain, plain, boundary, weather	
Knowledge and Skills	
Content	

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Map skills - locate specific US Regions.</li> <li>● Differences and similarities between the regions.</li> <li>● Cultural differences throughout the United States.</li> <li>● The contributions made by historical figures.</li> <li>● Contributions to America's heritage.</li> <li>● That traditions and values have changed America.</li> <li>● Global perspectives influence the U.S.</li> <li>● How entrepreneurs have assisted our history.</li> <li>● Environmental and technological advances change and create opportunities.</li> <li>● Technology in communications has impacted our relationship with other cultures.</li> <li>● How to become a United States citizen.</li> <li>● Global challenges exist and nations need to work together to resolve.</li> <li>● The importance of views and opinions from around the world and appreciate individual differences.</li> <li>● Information includes: <ul style="list-style-type: none"> <li>○ Landforms and climate</li> <li>○ Human interaction</li> </ul> </li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Utilize maps and technology to identify regions of the United States.</li> <li>● Compare and contrast regions of the United States.</li> <li>● Examine and relate regions to cultural characteristics.</li> <li>● Analyze global issues that affect their local area and how they compare to other regions.</li> <li>● Compare and contrast similar topics and views from around the world.</li> <li>● Describe the importance of African American history and culture in our country.</li> </ul>
<ul style="list-style-type: none"> <li>○ Locations suited for settlement</li> <li>○ Major cities</li> <li>○ Different regions with different economic opportunities</li> <li>○ Transportation system</li> </ul>	
<p><b>Instructional Plan</b></p>	

Suggested Activities	Resources
Students will keep an exploration journal of important places in the Southeast region. This will serve as virtual field trips of special landmarks in the region. Students will explain the importance of the landmarks chosen and provide background information as well. This will demonstrate the student's understanding of the material.	Writer's Notebook Pencil
Students will write a travel itinerary highlighting places they would like to visit in the region. This will serve as a guide for discussion and will assist students in learning about the special features of each region.	Writer's Notebook Pencil
Students will create a puzzle of the region and exchange with peers to put the puzzle together. This will demonstrate their understanding of the region.	Map printout Scissors Construction Paper Glue, Crayons
Students will create a map of a place they are familiar with. Students will use a map key and map features to describe this area. It can be their classroom, home, room, school,	Construction paper, crayons/markers
Students will create a brochure to advertise a region of their choice. They will provide specific information about the features in that area that make it unique. They will encourage travels to visit this region's geography.	Plain paper, crayons, markers, previous research on region
Read the story <i>Escape to Freedom: A Play About Young 1990 Frederick Douglass</i> by Ossie Davis aloud with your class. While reading, have students discuss his travels, where he went, and his experiences. Discuss the his escape from slavery and how important his journey to freedom was. Also, discuss the importance of the abolition	<a href="https://www.raz-kids.com/main/BookDetail/id/3895">https://www.raz-kids.com/main/BookDetail/id/3895</a> (E- Book Option from Raz-Kids) <i>Escape to Freedom: A Play About Young 1990 Frederick Douglass</i> by Ossie Davis

of slavery in the Southeast United States.	
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• <i>HMH- Kids Discovery</i></li> <li>• <i>Houghton Mifflin, Social Studies- 2008</i></li> <li>• <i>Weekly Reader- Scholastic News</i></li> <li>• <i>The Boys' War: Confederate and Union Soldiers Talk About the Civil War</i>, by Jim Murphy</li> <li>• <i>Dancing Drum: A Cherokee Legend</i>, by Terri Cohlene</li> <li>• <i>Matthew Brady: Civil War Photographer</i>, by Elizabeth Van Steenwyk</li> <li>• <i>Anansi the Spider</i> by Gerald McDermott</li> <li>• <i>Moses: When Harriet Tubman Led 2006 Her People to Freedom</i>, by Carole Boston Weatherford</li> <li>• <i>The Voice That Challenged a Nation: Marian 2004 Anderson and the Struggle for Equal Rights</i>, by Russell Freedman</li> <li>• <i>Escape to Freedom: A Play About Young 1990 Frederick Douglass</i>, by Ossie Davis</li> </ul>	
<b>Websites</b>	
<a href="http://www.brainpop.com/socialstudies/">www.brainpop.com/socialstudies/</a>	
<a href="http://www.readwritethink.org/">www.readwritethink.org/</a>	
<a href="http://www.teach-nology.com/">www.teach-nology.com/</a>	
<a href="http://education.nationalgeographic.com/">education.nationalgeographic.com/</a>	
<a href="http://www.flocabulary.com/unit/regions-of-the-us/">www.flocabulary.com/unit/regions-of-the-us/</a>	
<a href="http://www.njamistadcurriculum.net/history/units">www.njamistadcurriculum.net/history/units</a>	
<b>Accommodations &amp; Modifications</b>	

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- Highlight key words
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- Activate schema
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- Work toward longer passages as skills in English increase
- Use visuals
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- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide word bank

**Gifted and Talented**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
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- Use centers
- Organize integrated problem-solving simulations
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**Basic Skills**

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- Summarize as you go

- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### **Economically Disadvantaged**

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Pre Teach Vocabulary and Help Students to Preview Lessons to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

### **Special Education Plans**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide students with modified assessments that are organized, easy to follow, and have clear directions
- Assess students assignments on quality over quantity
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in

future lessons

- Use graphic organizers to help students organize important information from a lesson
- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

#### **504 Plans**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
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- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>U.S Geography: The South -  <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-south.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-south.cfm</a></p> <p>-Mississippi River</p> <ul style="list-style-type: none"> <li>● Chesapeake Bay</li> <li>● Florida Everglades</li> <li>● Southern Appalachian Mountains (Blue Ridge and Great Smoky mountains)</li> <li>● South Carolina's Sea Islands</li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Completing a map for the Southeast region</li> <li>● Graphic Organizers to compare and contrast</li> <li>● Research and present material for the Southeast region</li> <li>● Observations</li> <li>● Homework</li> <li>● Quizzes</li> <li>● Class Participation</li> </ul>



1. Briefly discuss the economy, culture, and geography of these Southern features. Help students become familiar with the terms *estuary*, *tributary*, *delta*, and *wetland* and their association with any of the five physical features being discussed. Review the terms *weather* and *climate*, and then discuss the South's general weather and climate with students.
2. Divide the class into groups, and assign each one of the five physical features to research. Tell the groups to prepare an oral presentation for the class about their assigned feature. Each presentation should be a minimum of five minutes in length, maximum of 10 minutes. The presentations also should include the following aspects of each physical feature:
  - a. General overview of the feature, including its' location and geographic definition
  - b. Physical map of the area
  - c. A visual aid
  - d. Weather and climate of the area
  - e. Environment, including types of animals and vegetation found in and around the area
  - f. Economy
  - g. Culture
  - h. Current environmental, cultural, or economic issues

- Notebook
- Portfolio

### **Summative Assessments**

- Unit Projects such as scrapbooking or making brochures of the Southeast region
- PowerPoint or Web Quest Presentation to explore the Southeast region of the United States
- Chapter Tests
- Unit Tests
- Problem Based Learning Projects

### **Benchmark Assessment**

- Social Studies Notebook Check with Scoring Rubric

### **Alternative Assessments**

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles
- Fundamentals Unlimited Books and Assessments

<b>Unit 3: Midwest</b>	<b>Duration:</b> 40 days- ongoing
<b>Standards</b>	
<p>6.1.4. A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4. A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>6.1.4. C.13 Determine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4. C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4. C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4. C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p>	

6.1.4. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining 17 traditional beliefs and practices and adopting new beliefs and practices.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**Interdisciplinary Connections:**

**ELA:**

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

**Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Technology:**

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• Geography plays a major role in the diversity of individuals</li><li>• By accepting diverse cultures society will continue to grow and improve.</li><li>• Technological advances in transportation, science, and the arts have shaped the growth of America.</li><li>• The environment shapes the American heritage.</li></ul>	<ul style="list-style-type: none"><li>• What are the geographic differences and similarities in each region of the United States?</li><li>• Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?</li><li>• How do cultural differences in the United States relate to that of the world?</li></ul>

**Vocabulary**

temperature, humidity, Great Lakes, elevation, harvested, longitude, latitude, deforestation, timberline, livestock, natural resources

Knowledge and Skills	
Content	Skills
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• Map skills - locate specific US Regions.</li> <li>• Differences and similarities between the regions.</li> <li>• Cultural differences throughout the United States.</li> <li>• The contributions made by historical figures.</li> <li>• Contributions to America's heritage.</li> <li>• That traditions and values have changed America.</li> <li>• Global perspectives influence the U.S.</li> <li>• How entrepreneurs have assisted our history.</li> <li>• Environmental and technological advances change and create opportunities.</li> <li>• Technology in communications has impacted our relationship with other cultures.</li> <li>• How to become a United States citizen.</li> <li>• Global challenges exist and nations need to work together to resolve.</li> <li>• The importance of views and opinions from around the world and appreciate individual differences.</li> <li>• Information includes: <ul style="list-style-type: none"> <li>○ Landforms and climate</li> <li>○ Human interaction</li> <li>○ Locations suited for settlement</li> <li>○ Major cities</li> </ul> </li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Utilize maps and technology to identify regions of the United States.</li> <li>• Compare and contrast regions of the United States.</li> <li>• Examine and relate regions to cultural characteristics.</li> <li>• Analyze global issues that affect their local area and how they compare to other regions.</li> <li>• Compare and contrast similar topics and views from around the world.</li> </ul>

<ul style="list-style-type: none"> <li>○ Different regions with different economic opportunities</li> <li>○ Transportation system</li> <li>○ Governor's-first and current</li> </ul>	
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Instructional Plan	
Suggested Activities	Resources
Students will create a scrapbook of their experiences. This will serve as a “memory” of their adventures through the region. Students will also provide background information on the landmarks visited to demonstrate understanding of material. This will help students to describe this region and support them when explaining their learning to their peers.	Google Slide Chromebook
Students will make a poem including information they learned about the region. Students can choose a specific type of poem. This information will gather the main points of information about the Midwest region are most important when describing the distinct features of the region.	Writer's Notebook
Students will write letters to the Department of Tourism requesting information about the state of interest. Students will then conduct research and create Google Slides show to demonstrate understanding of material taught. This information will be used as a sharing tool to present to peers about the distinguishing features of this region.	White Lined Paper Pencil Envelope

Students will create a brochure to teach their family and friends about the important features of the Midwest region. Students will choose five important characteristics of that region and describe these concepts and illustrate them.	Paper, coloring utensils
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Literature
<ul style="list-style-type: none"> <li>• <i>HMH- Kids Discovery</i></li> <li>• <i>Houghton Mifflin, Social Studies- 2008</i></li> <li>• <i>Weekly Reader- Scholastic News</i></li> <li>• <i>I Have Heard of a Land</i>, by Joyce Carol Thomas</li> <li>• <i>The Big Rivers: The Missouri, the Mississippi, and the Ohio</i>, by Bruce Hiscock</li> <li>• <i>Children of the Dust Bowl: The True Story of the School at Weedpath Camp</i>, by Jerry Stanley</li> </ul>
Websites
<a href="https://www.brainpop.com/socialstudies/">https://www.brainpop.com/socialstudies/</a>
<a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>
<a href="http://www.teach-nology.com/">http://www.teach-nology.com/</a>
<a href="https://education.nationalgeographic.com/">https://education.nationalgeographic.com/</a>
<a href="https://www.flocabulary.com/unit/regions-of-the-us/">https://www.flocabulary.com/unit/regions-of-the-us/</a>

Accommodations & Modifications
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**English Language Learners**

- Provide extra time
- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide word bank

**Gifted and Talented**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Basic Skills**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go



- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### **Economically Disadvantaged**

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Pre Teach Vocabulary and Help Students to Preview Lessons to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

### **Special Education Plans**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Provide preferential seating for group lessons and individual work
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide students with modified assessments that are organized, easy to follow, and have clear directions
- Assess students assignments on quality over quantity
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams

- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in future lessons
- Use graphic organizers to help students organize important information from a lesson
- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

#### **504 Plans**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
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- Provide frequent movement opportunities and breaks for students as needed
- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
U.S. Geography: The Midwest - Students will learn about the geography of the Midwest, examine the importance of agriculture to the Midwest economy, and create billboards advertising agricultural products grown in the Midwest.	<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Completing a map for the Midwest region</li> <li>• Graphic Organizers to compare and contrast</li> <li>• Research and present material for the Midwest region</li> <li>• Observations</li> <li>• Homework</li> <li>• Quizzes</li> </ul>

<http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-midwest.cfm>

- Class Participation
- Notebook
- Portfolio

#### **Summative Assessments**

- Unit Projects such as scrapbooking or making brochures of the Midwest region
- PowerPoint or Web Quest Presentation to explore the Midwest region of the United States
- Chapter Tests
- Unit Tests
- Problem Based Learning Projects

#### **Benchmark Assessment**

- Social Studies Notebook Check with Scoring Rubric

#### **Alternative Assessments**

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles
- Fundamentals Unlimited Books and Assessments

<b>Unit 4: Southwest</b>	<b>Duration:</b> 40 days- ongoing
<b>Standards</b>	
<p>6.1.4. A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4. A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>6.1.4. C.13 Determine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4. C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4. C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4. C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> <p>6.1.4. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p>	

6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **Interdisciplinary Connections:**

#### **ELA:**

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

### **Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

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### **21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

### **Technology:**

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Geography plays a major role in the diversity of individuals</li> <li>• By accepting diverse cultures society will continue to grow and improve.</li> <li>• Technological advances in transportation, science, and the arts have shaped the growth of America.</li> <li>• The environment shapes the American heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the geographic differences and similarities in each region of the United States?</li> <li>• Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?</li> <li>• How do cultural differences in the United States relate to that of the world?</li> </ul>

Vocabulary	
Desert, savannah, canyon, recycle, human resources	
Knowledge and Skills	
Content	

<p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Map skills - locate specific US Regions.</li> <li>● Differences and similarities between the regions.</li> <li>● Cultural differences throughout the United States.</li> <li>● The contributions made by historical figures.</li> <li>● Contributions to America's heritage.</li> <li>● That traditions and values have changed America.</li> <li>● Global perspectives influence the U.S.</li> <li>● How entrepreneurs have assisted our history.</li> <li>● Environmental and technological advances change and create opportunities.</li> <li>● Technology in communications has impacted our relationship with other cultures.</li> <li>● How to become a United States citizen.</li> <li>● Global challenges exist and nations need to work together to resolve.</li> <li>● The importance of views and opinions from around the world and appreciate individual differences.</li> <li>● Information includes: <ul style="list-style-type: none"> <li>○ Landforms and climate</li> </ul> </li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Utilize maps and technology to identify regions of the United States.</li> <li>● Compare and contrast regions of the United States.</li> <li>● Examine and relate regions to cultural characteristics.</li> <li>● Analyze global issues that affect their local area and how they compare to other regions.</li> <li>● Compare and contrast similar topics and views from around the world.</li> </ul>
<ul style="list-style-type: none"> <li>○ Human interaction</li> <li>○ Locations suited for settlement</li> <li>○ Major cities</li> <li>○ Different regions with different economic opportunities</li> <li>○ Transportation system</li> </ul>	



Instructional Plan	
Suggested Activities	Resources
Students will watch a video of the region to learn information about different landmarks. Students will collaborate with peers and describe the most important features of this region.	<a href="https://www.scholastic.com/teachers/blog-posts/beth-newingham/region-tour/">https://www.scholastic.com/teachers/blog-posts/beth-newingham/region-tour/</a>
Students will locate where they've been in the region using a thumbtack. This will help students to visually see the different areas they have been studying. Students can create a brief text box, to accompany the thumbtack, with the most important facts about that region to keep on display in their classroom.	Thumbtak map
Students will write a postcard to another friend highlighting the attributes of the region. Students will draw a picture of the distinguishing feature of the region and will describe these important features to their friend. They will describe to their friend why they should visit this region.	Paper Pencil
In small groups, students can create displays of important attributes of this region. Students can then act out a short play using these theatrical elements (setting, theme, time) to take their classmates on a tour or field trip to this region. Students will share information in this short play about the region they have learned about.	Craft materials, paper, information about the region

Literature
<ul style="list-style-type: none"> <li>• <i>HMH- Kids Discovery</i></li> <li>• <i>Houghton Mifflin, Social Studies- 2008</i></li> <li>• <i>Weekly Reader- Scholastic News</i></li> <li>• <i>The Colorado River</i>, by Carol B. Rawlins</li> </ul>

- *Colorado (Primary Sources)*, by Carole Marsh
- *Old Blue*, by Sibyl Hancock
- *In Search of the Grand Canyon: Down the Colorado with John Wesley Powell*, by Mary Ann Fraser

### **Websites**

<https://www.brainpop.com/socialstudies/>

<http://www.readwritethink.org/>

<http://www.teach-nology.com/>

<https://education.nationalgeographic.com/>

<https://www.flocabulary.com/unit/regions-of-the-us/>

### **Accommodations & Modifications**

#### **English Language Learners**

- Provide extra time
- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide word bank

**Gifted and Talented**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Basic Skills**

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- Chunk texts
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- Preview lessons
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- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

**Economically Disadvantaged**

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
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- Provide Students with Study Guides

## **Special Education Plans**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
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- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
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- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
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- Allow students with opportunities for additional time to complete assignments
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

## 504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
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- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in future lessons
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Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<ul style="list-style-type: none"> <li>Southwest Native Americans Web Quest - <a href="https://sites.google.com/site/swnativeamericanswebquest/Home">https://sites.google.com/site/swnativeamericanswebquest/Home</a> <ul style="list-style-type: none"> <li>Students will conduct research on the first Native Americans to settle into the region. Students will then take research and create</li> </ul> </li> </ul>	<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Completing a map for the Southwest region</li> <li>Graphic Organizers to compare and contrast</li> <li>Research and present material for the Southwest region</li> <li>Observations</li> </ul>

Google Slideshow and teach peers about what they've learned.

- Create a journal or diary of their virtual field trips that students took throughout this region, highlighting what they learned from each specific landmark.

- Homework
- Quizzes
- Class Participation
- Notebook
- Portfolio

#### **Summative Assessments**

- Unit Projects such as scrapbooking or making brochures of the Southwest region
- PowerPoint or Web Quest Presentation to explore the Southwest region of the United States
- Chapter Tests
- Unit Tests
- Problem Based Learning Projects

#### **Benchmark Assessment**

- Social Studies Notebook Check with Scoring Rubric

#### **Alternative Assessments**

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles
- Fundamentals Unlimited Books and Assessments

<b>Unit 5: West</b>	<b>Duration:</b> 30 days- ongoing
<b>Standards</b>	
<p>6.1.4. A.13 Describe the process by which immigrants become United States citizens.</p> <p>6.1.4. A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4. A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4. B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4. B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>6.1.4. C.13 Determine the qualities of entrepreneurs in a capitalistic society.</p> <p>6.1.4. C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4. C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4. C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.</p> <p>6.1.4. C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p>	



6.1.4. D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4. D.14 Trace how the American identity evolved over time.

6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4. A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4. C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.4. D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

**Interdisciplinary Connections:**

**ELA:**

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

**Career Ready Practices:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Technology:**

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Geography plays a major role in the diversity of individuals</li> <li>• By accepting diverse cultures society will continue to grow and improve.</li> <li>• Technological advances in transportation, science, and the arts have shaped the growth of America.</li> <li>• The environment shapes the American heritage.</li> <li>• People from different cultures are not always treated equally.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the geographic differences and similarities in each region of the United States?</li> <li>• Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?</li> <li>• How do cultural differences in the United States relate to that of the world?</li> <li>• How have people from different cultures been treated throughout history in the United States?</li> </ul>

Vocabulary
island, map key, compass, longitude, Rocky Mountains

Knowledge and Skills	
Content	Skills
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• Map skills - locate specific US Regions.</li> <li>• Differences and similarities between the regions.</li> <li>• Cultural differences throughout the United States.</li> <li>• Treatment of people from different cultures.</li> <li>• The contributions made by historical figures.</li> <li>• Contributions to America's heritage.</li> <li>• That traditions and values have changed America.</li> <li>• Global perspectives influence the U.S.</li> <li>• How entrepreneurs have assisted our history.</li> <li>• Environmental and technological advances change and create opportunities.</li> <li>• Technology in communications has impacted our relationship with other cultures.</li> <li>• How to become a United States citizen.</li> <li>• Global challenges exist and nations need to work together to resolve.</li> <li>• The importance of views and opinions from around the world and appreciate individual differences.</li> <li>• Information includes: <ul style="list-style-type: none"> <li>○ Landforms and climate</li> <li>○ Human interaction</li> <li>○ Locations suited for settlement</li> <li>○ Major cities</li> </ul> </li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Utilize maps and technology to identify regions of the United States.</li> <li>• Compare and contrast regions of the United States.</li> <li>• Examine and relate regions to cultural characteristics.</li> <li>• Compare and contrast how people from different cultures have been treated in the United States.</li> <li>• Analyze global issues that affect their local area and how they compare to other regions.</li> <li>• Compare and contrast similar topics and views from around the world.</li> </ul>

<ul style="list-style-type: none"> <li>○ Different regions with different economic opportunities</li> <li>○ Transportation system</li> </ul>	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will create a blog about information they've learned from the West region and respond to each other.	Chromebook
Students will take a virtual field trip of Yellowstone National Park and create a brochure.	Chromebook Paper Crayons/ Markers <a href="https://www.youtube.com/watch?v=DY9OIg03SI8">https://www.youtube.com/watch?v=DY9OIg03SI8</a>
Students will research two different cultures within the Western United States and compare and contrast the treatment of those within the varying cultures.	Classroom Library Websites
Students will research the similarities and differences between Alaska and Hawaii and create a Venn Diagram.	Chromebook Books
Students will view a video and use that information in conjunction with the information they learned from other resources throughout the unit to create a brochure describing the important features/characteristics of that region.	U.S. Geography: The West - <a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-west.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-west.cfm</a>
<b>Literature</b>	

- *HMH- Kids Discovery*
- *Houghton Mifflin, Social Studies- 2008*
- *Weekly Reader- Scholastic News*
- *Nine for California*, by Sonia Levitin
- *Notable Southern Californians in Black History*, by Robert Lee Johnson
- *Glaciers*, by John Wart Gordon
- *Seeds of Hope: The Gold Rush Diary of Susanna Fairchild, California Territory, 1849*, by Kristiana Gregory

### Websites

<https://www.brainpop.com/socialstudies/>

<http://www.readwritethink.org/>

<http://www.teach-nology.com/>

<https://education.nationalgeographic.com/>

### Accommodations & Modifications

#### **English Language Learners**

- Provide extra time
- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Provide word bank

### **Gifted and Talented**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Teach cognitive and methodological skills
- Use centers
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

### **Basic Skills**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

### **Economically Disadvantaged**

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student’s Background
- Pre Teach Vocabulary and Help Students to Preview Lessons to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

### **Special Education Plans**

- Provide differentiated instruction as needed
- Follow all IEP modifications
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### Evidence of Student Learning

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

**Other Assessments**



As a class, the students will create an Amazing Race challenge for another class. Students are put into production groups to create a show segment for The Amazing Race. Each group will:

- Represent the different United States regions.
- Investigate the various types of geographical regions (e.g., political regions, economic regions, landform regions, vegetation regions)
- Create a digital poster or poster board presentation to be posted on classroom wiki for study reference

### **Formative Assessments**

- Completing a map for the West region
- Graphic Organizers to compare and contrast
- Research and present material for the West region
- Observations
- Homework
- Quizzes
- Class Participation

- Include an “artifact ” (e.g. geographic tools/ technologies, stories, songs, and pictures) to further describe their specific region.

As a class, students will present their final product and regional artifacts to another class as an Amazing Race challenge. Ultimately, the students will reflect on what they learned and write about how do other regions in the United States influence their lives?

PBL From:

[http://www.leadingpbl.org/w/page/41619609/Amazing%20 Race--US%20Regions](http://www.leadingpbl.org/w/page/41619609/Amazing%20Race--US%20Regions)

- Notebook
- Portfolio

### **Summative Assessments**

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