

**Winslow Township School District**  
**Grade 4 Social Studies**  
**Unit 1: Exploring Regions of the United States**

**Overview:** In this unit the primary focus will be upon interpreting special-purpose maps: elevation, annual rainfall, and population density and apply map skills to learn about the regions of the United States and the world. Students learn how five ethnic groups—American Indians, Latinos, European Americans, African Americans, and Asian Americans—came to this country and contributed to its growth and development.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><b><u>Unit 1</u></b> <b>Exploring Regions of the United States</b></p>	<ul style="list-style-type: none"> <li>• <b>6.1.5.GeoPP.1</b></li> <li>• <b>6.1.5.GeoPP.2</b></li> <li>• <b>6.1.5.GeoPP.4</b></li> <li>• <b>6.1.5.GeoSV.1</b></li> <li>• <b>6.1.5.GeoSV.2</b></li> <li>• <b>6.1.5.GeoSV.3</b></li> <li>• <b>6.1.5.GeoSV.4</b></li> <li>• <b>6.1.5.GeoHE.1</b></li> <li>• <b>6.1.5.GeoHE.2</b></li> <li>• <b>6.1.5.GeoGI.4</b></li> <li>• <b>6.1.5.EconEM.4</b></li> <li>• <b>6.1.5.HistoryCC.2</b></li> <li>• <b>WIDA 1,5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locate and describe landforms and bodies of water in the United States</li> <li>• Identify factors that contribute to climate, such as wind, temperature and precipitation</li> <li>• Analyze and classify natural resources, capital resources, and human resources</li> <li>• Provide examples of how people have altered the environment</li> <li>• Interpret special-purpose maps: elevation, annual rainfall, and population density</li> <li>• Interpret a physical map of the United States by using directions and latitude and longitude</li> <li>• Interpret special-purpose maps: elevation, annual rainfall, and population density</li> </ul>	<ul style="list-style-type: none"> <li>• How does geography affect the way we live?</li> <li>• What is climate?</li> <li>• What are natural resources and how can we conserve them?</li> <li>• How has the environment impacted people and where they live?</li> <li>• Why is important that people learn to work together and to respect each other?</li> </ul>
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• There are 5 themes of geography that help us understand how living things interact and change the World (i.e. location, place, human/environment interaction, movement, regions)</li> <li>• Applying geographic knowledge helps us understand the past, interpret the present, and plan for the future.</li> <li>• The United States is a large country with a wide variety of different landmasses, important bodies of water, natural resources, and varied climates. These differences divide the country into different regions; Northeast, Southeast, Southwest, Middle West, and the West</li> <li>• Regions are man-made designations to help make sense of geographic features. Similarities between states define the region</li> <li>• People with different backgrounds, but with a common cause, can effect great change</li> <li>• Prejudice and the hurtful actions to which it leads can affect any person or any group at any time</li> </ul>	<ul style="list-style-type: none"> <li>• How do geographers study the regions of the United States?</li> <li>• Why do geographers study the regions of the United States?</li> </ul>	

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 1: Exploring Regions of the United States</b>	<b>6.1.5.GeoPP.1</b>	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	1	7
	<b>6.1.5.GeoPP.2</b>	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.		
	<b>6.1.5.GeoPP.4</b>	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.		
	<b>6.1.5.GeoSV.1</b>	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).	2	
	<b>6.1.5.GeoSV.2</b>	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.		
	<b>6.1.5.GeoSV.3</b>	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.		
	<b>6.1.5.GeoSV.4</b>	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).		
	<b>6.1.5.GeoHE.1</b>	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.	1	
	<b>6.1.5.GeoHE.2</b>	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	1	
	<b>6.1.5.EconET.3</b>	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.		
	<b>6.1.5.EconEM.4</b>	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.		
	<b>6.1.5.HistoryCC.2</b>	Use a variety of sources to illustrate how the American identity has evolved over time.	1	
<b>Assessment, Re-teach and Extension</b>			1	

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**Unit 1 Grade 4**

Core Idea	Indicator #	Performance Expectations
Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	<b>6.1.5.GeoPP.1</b>	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
	<b>6.1.5.GeoPP.2</b>	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.
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<b>6.1.5.GeoPP.4</b>	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>6.1.5.GeoSV.1</b>	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).
	<b>6.1.5.GeoSV.2</b>	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
	<b>6.1.5.GeoSV.3</b>	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
	<b>6.1.5.GeoSV.4</b>	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).
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<b>6.1.5.GeoHE.1</b>	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.
	<b>6.1.5.GeoHE.2</b>	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<b>6.1.5.GeoGI.4</b>	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<b>6.1.5.EconEM.4</b>	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.
Chronological sequencing helps us track events over time.	<b>6.1.5.HistoryCC.2</b>	Use a variety of sources to illustrate how the American identity has evolved over time.

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Unit 1 Grade 4	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Informational essay answering the question: How do geography and physical features impact economic activities and cultures?</li> <li>• Key/legend and label/color each region of the U.S. on a map</li> <li>• Complete workbook activities that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Short Constructed Responses</li> <li>• Exit Tickets</li> <li>• Homework monitor and assess class work</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Social Studies: Textbook</li> <li>• Graphic Organizers and outline notes</li> <li>• Journal Entries and writing prompts</li> <li>• Leveled Reading</li> <li>• Writing Centers</li> <li>• Maps online and in textbook</li> <li>• Chrome-book and iPad</li> <li>• <a href="http://www.Readworks.org">www.Readworks.org</a></li> <li>• <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>• <a href="https://www.mrdonn.org/">https://www.mrdonn.org/</a></li> <li>• <a href="https://fcit.usf.edu/holocaust/activity/Intermed.htm">https://fcit.usf.edu/holocaust/activity/Intermed.htm</a></li> <li>• <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/introduction-study-holocaust/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/introduction-study-holocaust/</a></li> <li>• <b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> <li>• <b>NJ Climate Change Education Resources-</b> <a href="https://www.nj.gov/education/standards/climate/index.shtml/">https://www.nj.gov/education/standards/climate/index.shtml/</a></li> <li>• <b>New Jersey Holocaust Commission Resources</b> Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and label landforms and bodies of water in the United States.</li> <li>• Make a list and write a description of each factor that contributes to climate, such as wind, temperature and precipitation.</li> <li>• Write a letter to a friend describing natural, capital and human resources. Be sure to explain what they are used for and how we can conserve them.</li> <li>• Research a climate that is different from our own in New Jersey. Compare and contrast how they are alike and different.</li> <li>• Research how people have altered the environment in New Jersey and the effects it has had.</li> <li>• Explain changes in places and regions over time and the consequences of those changes.</li> </ul>

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<p><a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a></p> <ul style="list-style-type: none"> <li>• <b>New Jersey Amistad Commission Resources- NJ Department of Education -</b> Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: <a href="http://www.nj.gov/education/amistad">www.nj.gov/education/amistad</a></li> </ul>	
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>
<b>9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training &amp; 9.4 Life Literacies and Key Skills</b>	
<p><b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p><b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p> <p><b>9.4.5.TL.4:</b> Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a)</p> <p><b>9.4.5.IML.2:</b> Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <p><b>9.4.5.TL.1:</b> Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 &amp; 9.4:</p> <p><b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>	

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**Modifications for Special Education**

*Students with special needs:* The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**English Language Learners**

**Modifications for Gifted Students**

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Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:

- Raise levels of intellectual demands
- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Critical and creative thinking activities that provide an emphasis on research and in-depth study
- Enrichment Activities/Project-Based Learning/ Independent Study

Additional Strategies may be located at the links:

- ❖ [Gifted Programming Standards](#)
- ❖ [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- ❖ [REVISED Bloom's Taxonomy Action Verbs](#)

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Raise levels of intellectual demands
- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions

Critical and creative thinking activities that provide an emphasis on research and in-depth study

Enrichment Activities/Project-Based Learning/ Independent Study

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**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**RL.4.2.** Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**RL.4.3.** 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).

**RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

**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.

**RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**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.

**RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.

**RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**W.4.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.4.9b.** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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

**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.

**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

**Integration of Computer Science and Design Thinking NJSLS 8**

**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

**8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.

Many factors influence the accuracy of inferences and predictions.

**8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

**8.2.5.ED.3:** Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

**8.2.5.ITH.1:** Explain how societal needs and wants influence the development and function of a product and a system.