

Winslow Township School District
Grade 4 Social Studies
Unit 2: The Northeast Regions

Overview: In this unit students will learn about the settlement of the new land of the United States with an emphasis on the Northeast region. Students will discuss the various resources and land attributes of these regions. Along with the growth and change of the Northeast region and what it looks like today. The American Revolution will be introduced and shared as a major turning point in the building of an American nation.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p>Unit 2</p> <p>The Northeast Regions</p>	<ul style="list-style-type: none"> • 6.1.5.CivicsPI.1 • 6.1.5.GeoSV.2 • 6.1.5.GeoSV.4 • 6.1.5.GeoHE.2 • 6.1.5.EconNM.3 • 6.1.5.HistoryCC.1 • 6.1.5.HistoryCC.15 • 6.1.5.HistoryUP.1 • 6.1.5.HistoryUP.5 • 6.1.5.HistorySE.2 • 6.3.5.CivicsPD.1 • 6.3.5.CivicsPD.3 • WIDA 1,5 	<ul style="list-style-type: none"> • Identify the differences between costal and mountain areas of the region • Identify and explain the natural resources in the region • Analyze how the United States was founded, specifically the Revolution and the Declaration of Independence • Identify the characteristics of the Northeast that led to new inventions and industrial development • Interpret a population density map 	<ul style="list-style-type: none"> • What are the bodies of water in the Northeast? • How did Native Americans use resources in their environment and describe their daily life? • How did English rule change life in NJ?
<p>Unit 2: Enduring Understandings</p>	<ul style="list-style-type: none"> • The northeast is one of the four regions in the United States • The northeast region has a unique set of geographical and cultural characteristics from the other regions in the country • This region was where Europeans first settled and is also the birthplace of the American Revolution • The economy of this region is based on natural, human and capital resources • The geography, location and resources of a region make it a desirable place to settle 	<ul style="list-style-type: none"> • What events led the colonists to break with Great Britain? • What are different parts of the Northeast like? • How do people live in the Northeast? 	

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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: The Northeast Regions	6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	1	7
	6.1.5.GeoSV.4	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.		
	6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).		
	6.1.5.EconNM.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	1	
	6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.	2	
	6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).		
	6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.		
	6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.		
	6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.		
	6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	2	
	6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.		
	6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.		
	Assessment, Re-teach and Extension		1	

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Unit 2 Grade 4		
Core Idea	Indicator #	Performance Expectations
In a representative democracy, individuals play a role in how government functions.	6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
	6.1.5.GeoSV.4	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
Chronological sequencing helps us track events over time.	6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
Availability of resources affects economic outcomes.	6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.

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Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
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Unit 2 Grade 4

Assessment Plan

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| <ul style="list-style-type: none">• Chart with the following questions answered based on the Northeast region. What is the influence of physical features on this region? How does the population density of the region relate to life in the region? What impact do natural resources have on this region?
• Map of the Northeast region including rivers and identifiers
• Use a map of the region to trace the route of a tour through the Northeast.
• Homework monitor and assess class work
• Evaluate the effect of population density on the lives of urban- and rural-dwelling northeasterners. | <ul style="list-style-type: none">• Complete workbook assessment in book that includes:<ul style="list-style-type: none">• multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions
• Informational essay on one of the main natural resources from the Northeast region.
• Short Constructed Responses
• Exit Tickets |
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Resources	Activities
<ul style="list-style-type: none"> • Social Studies: Textbook • Graphic Organizers and outline notes • Journal Entries and writing prompts • Leveled Reading • IRB • Writing Centers • Maps online and in textbook • New Jersey Amistad Commission • www.Commonlit.org • www.Readworks.org • www.ducksters.com • www.mrdonn.org/ • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources 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 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	<ul style="list-style-type: none"> • Research the coast of New Jersey. Then research the mountain area of another state. Compare and contrast them and write an essay describing their similarities and differences. • Make a poster or brochure explaining New Jersey’s natural resources. Be sure to include what they are, where they are found, and what they are used for. • List several important people who played a major role in the Revolution and the Declaration of Independence. • Pick one industrial development or new invention and create and advertisement for it. Be sure to include why someone should buy this and all its important features. • Compare and contrast the population density map from the 1800’s, 1900’s, and 2000’s. Then write an essay explaining how the population has changed over the years. • Categorize key elements of the economy, geography, government, history, and people of the Northeast.

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Instructional Best Practices and Exemplars

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| 1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations | 6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.EG.3:** Explain the impact of the economic system on one’s personal financial goals.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.GCA.1:** 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).
- 9.4.5.TL.4:** Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

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.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

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

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English Language Learners	Modifications for Gifted Students
<p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> 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 <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> 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 <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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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,

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.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.

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.4.8. 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.

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”).

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

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

4.MD.1.

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table

Integration of Computer Science and Design Thinking NJSL 8

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

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

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.