

**Winslow Township School District**  
**Grade 4 Social Studies**  
**Unit 3: The Southeast and Midwest**

**Overview:** In this unit the primary focus will be upon the two regions; the Southeast and the Midwest. In the Southeast region land and water create coastline and landforms in the region, the challenges of the climate of the area, the many resources which support the region’s economy, the early settling of the Southeast and the culture of Southern life. In the Midwest geography and wildlife in the heart of the nation, they will identify farming and resources that are global leaders, students will understand the history of the area and transportation has led the Midwest’s thriving culture and economy. Lastly, students will learn about the importance of learning the history and story of The Amistad.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<b><u>Unit 3</u></b>  <b>The Southeast and Midwest</b>	<ul style="list-style-type: none"> <li>• 6.1.5.GeoSV.1</li> <li>• 6.1.5.GeoSV.2</li> <li>• 6.1.5.GeoPP.6</li> <li>• 6.1.5.GeoPP.3</li> <li>• 6.1.5.HistoryUP.5</li> <li>• 6.1.5.HistoryUP.2</li> <li>• 6.1.5.HistoryUP.7</li> <li>• 6.1.5.HistoryCC.4</li> <li>• 6.1.5.HistoryCC.14</li> <li>• 6.1.5.EconEM.2</li> <li>• 6.1.5.EconGE.4</li> <li>• 6.1.5.EconNM.2</li> <li>• 6.1.5.EconNM.3</li> <li>• 6.1.5.CivicsCM.1</li> <li>• 6.1.5.CivicsDP.2</li> <li>• WIDA 1,5</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and describe landforms and bodies of water in the Southeast and Midwest</li> <li>• List natural resources of the Southeast and Midwest and explain their global importance</li> <li>• Describe the role as a trading post and center of communication in the Southeast and Midwest</li> <li>• Describe the lives of people in the Midwest</li> <li>• Describe the impact that the Southeast and Midwest had on transportation and trade</li> <li>• Explain the importance of learning the history of The Amistad</li> </ul>	<ul style="list-style-type: none"> <li>• How does geography people in the Southeast and?</li> <li>• How do hurricanes affect the region’s climate?</li> <li>• What is the connection between resources and tourism?</li> <li>• How has slavery affected the history of the region?</li> <li>• What are the cultural traditions of the Southeast and Midwest regions?</li> <li>• What was learned from The Amistad?</li> <li>• How did this change the way America functioned?</li> </ul>
<b>Unit 3: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• The Southeast and Midwest are large regions with unique landforms and diverse cultures</li> <li>• The economy of these regions are based on natural, human and capital resource</li> <li>• The geography, location and resources of a region make it a desirable place to settle</li> <li>• This region’s early history is centered on its original inhabitants, early settlements, people who have migrated there and the Civil War</li> <li>• To examine the role culture differences play in society, and individual lives, through the experiences of Amistad Africans and its supporters</li> </ul>		

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Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 3: The Southeast and Midwest</b>	<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	8
	<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.GeoPP.6</b>	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.		
	<b>6.1.5.GeoPP.3</b>	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.		
	<b>6.1.5.HistoryUP.5</b>	Compare and contrast historians' interpretations of important historical ideas, resources and events.	2	
	<b>6.1.5.HistoryUP.2</b>	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American group.		
	<b>6.1.5.HistoryUP.7</b>	Describe why it is important to understand the perspectives of other cultures in an interconnected world.		
	<b>6.1.5.HistoryCC.4</b>	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.		
	<b>6.1.5.HistoryCC.14</b>	Compare the practice of slavery and indentured servitude in Colonial labor systems.	2	
	<b>6.1.5.EconEM.2</b>	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).		
	<b>6.1.5.EconGE.4</b>	Compare and contrast how the availability of resources affects people across the world differently.		
	<b>6.1.5.EconNM.2</b>	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.		
	<b>6.1.5.EconNM.3</b>	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.		
	<b>6.1.5.CivicsCM.1</b>	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute (d) to the well-being of their community and country.	1	
	<b>6.1.5.CivicsDP.2</b>	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).		
Assessment, Re-teach and Extension			1	

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**Unit 3 Grade 4**

Core Idea	Indicator #	Performance Expectations
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.
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	<b>6.1.5.GeoPP.6</b>	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<b>6.1.5.GeoPP.3</b>	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
Events may be viewed differently based on one's perspective.	<b>6.1.5.HistoryUP.2</b>	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American group.
Historical records are shaped by the society that the creator lived in.	<b>6.1.5.HistoryUP.5</b>	Compare and contrast historians' interpretations of important historical ideas, resources and events.
	<b>6.1.5.HistoryUP.7</b>	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.4</b>	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
	<b>6.1.5.HistoryCC.14</b>	Compare the practice of slavery and indentured servitude in Colonial labor systems.
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.2</b>	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
	<b>6.1.5.EconGE.4</b>	Compare and contrast how the availability of resources affects people across the world differently.
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<b>6.1.5.EconNM.2</b>	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
	<b>6.1.5.EconNM.3</b>	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
Certain dispositions help individuals contribute to the health of American democracy.	<b>6.1.5.CivicsCM.1</b>	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute (d) to the well-being of their community and country.
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<b>6.1.5.CivicsDP.2</b>	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

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Unit 3 Grade 4	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Complete a chart with the following questions based on the Southeast 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?</li> <li>• Map of the Southeast and Midwest region including rivers and identifiers</li> <li>• Describe the major physical and human features of the Southeast.</li> <li>• Homework monitor and assess class work</li> <li>• Identify the difficulties faced in Jamestown, Virginia.</li> <li>• Identify some southeastern musical traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete workbook assessment on that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions</li> <li>• Slideshow on one of the main natural resources from the Southeast region</li> <li>• Short Constructed Responses</li> <li>• Exit Tickets</li> <li>• Identify ways in which life in America has changed since the civil rights movement.</li> <li>• Use a map of the region to trace the route of a tour through the Midwest.</li> <li>• Martin Luther King and Black History Month commemorative projects: students will read and research the contributions of African Americans in the US and examine their impact of society.</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>• IRB</li> <li>• Writing Centers</li> <li>• Maps online and in textbook</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> </ul>	<ul style="list-style-type: none"> <li>• Locate and label landforms and bodies of water in the Southeast and Midwest.</li> <li>• List on a chart the categories of hurricane wind speeds.</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 the southeast climate and describe how it is different from our own in New Jersey. Compare and contrast how they are alike and different.</li> <li>• Research the cultural traditions of the Southeast a write an essay to detail.</li> <li>• Identify ways in which farming in America has changed since 1800.</li> <li>• Research The Amistad on Dept. of Education website and draw a timeline of important dates about the topic.</li> </ul>

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<ul style="list-style-type: none"> <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  <a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a></li> <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>	<ul style="list-style-type: none"> <li>• Pick an important person from the Amistad and write an informational essay on them.</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>

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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.2:** Identify how you might like to earn an income.

**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.TL.1:** Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

**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.5:** Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

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**

*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	English Language Learners
<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"> <li>Raise levels of intellectual demands</li> <li>Require higher order thinking, communication, and leadership skills</li> <li>Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>Provide higher level texts</li> <li>Expand use of open-ended, abstract questions</li> <li>Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>	<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"> <li>Raise levels of intellectual demands</li> <li>Require higher order thinking, communication, and leadership skills</li> <li>Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>Provide higher level texts</li> <li>Expand use of open-ended, abstract questions</li> <li>Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p><b>Interdisciplinary Connections:</b></p> <p><b>RL.4.2.</b> Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p><b>RL.4.3.</b> 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,</p> <p><b>RL.4.4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p><b>RL.4.10.</b> 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.</p> <p><b>RI.4.1</b> 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.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>W.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

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**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.

**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.