

Winslow Township School District
Grade 4 Social Studies
Unit 4: The Southwest and Western
Regions

Overview: In this unit the primary focus will be upon the Southwest and Western Regions. Students will learn about the rivers, the Gulf of Mexico and the Grand Canyon. Students will determine how erosion has shaped geographical structures and the natural resources of the Southwest. In this unit they will learn about how climate creates devastating tornados and wild savannahs. Students will learn from the past about Native American culture and the Colonial rule during this time. Additionally students will study how the Southwest continued to grow as settlers across the United States moved into the region and the limited water resources across the region. Students will also focus on the Western region, specifically about the climate, resources, and growth over time. Lastly, students will learn about the importance of learning the history and story of The Holocaust.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 4</u></p> <p>The Southwest and Western Regions</p>	<ul style="list-style-type: none"> • 6.1.5.CivicsPD.3 • 6.1.5.CivicsDP.2 • 6.1.5.CivicsHR.2 • 6.1.5.CivicsHR.4 • 6.1.5.CivicsCM.1 • 6.1.5.GeoGI.2 • 6.1.5.GeoGI.3 • 6.1.5.GeoGI.4 • 6.1.5.EconNM.3 • 6.1.5.EconNM.7 • 6.1.5.HistoryCC.10 • 6.1.5.HistorySE.1 • WIDA 1,5 	<ul style="list-style-type: none"> • Locate and describe landforms, bodies of water, climate, and vegetation in the Southwest and Western regions • Analyze the impact of Native Americans on the Southwest region • Describe the life of cattle rustlers on a ranch and the impact of water shortages in the Southwest region • Analyze the physical processes that result in volcanic activity, earthquakes, hot springs and geysers, and the formation of islands in the West • Describe the relationship between climate and the varied plant and animal life of the West • Understand and identify how the US expansion and trade led to the acquisition and then statehood of Hawaii and Alaska • When studying the Holocaust, understand that choices have consequences for groups and individuals. 	<ul style="list-style-type: none"> • How does geography affect people in the Southwest? • Detail the range of climates in the Southwest region? • How did Native Americans and Spanish settlers shape the history and culture of the Southwest? • How did the Southwest continue to grow as settlers moved in? • Why are water sources limited in the Southwest? • How do volcanoes and earthquakes change or create landforms? • What impact does climate have on wildlife and their habitats? • What are the resources the West is known for? • Why and how were the Jews effected by the Holocaust? • How did the Holocaust affect the world and what lessons did they learn? • How did the Holocaust affect the world and what lessons did they learn? • Who role did Pacific Islanders and Asian Americans play in the creation of Alaska and Hawaii?

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<i>Unit 4: Enduring Understandings</i>	<ul style="list-style-type: none">• The Southwest region is a large region with unique features.• Water plays an important role in the Southwest• History has played an important role in shaping the culture of this region• The western region has a unique set of geographical and cultural characteristics from the other regions in the country (highest and lowest elevation in the country)• This region’s early history is centered on its original inhabitants, early settlements and improvements brought about by the railroad, pony express and the telegraph.<ul style="list-style-type: none">• Prejudice and the hurtful actions to which it leads can affect any person or any group at any time.• People with different backgrounds, but with a common cause, can effect great change.	
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Curriculum Unit 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: The Southwest and Western Regions	6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	3	7
	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).		
	6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.		
	6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.		
	6.1.5.CivicsCM.1	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.		
	6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.	1	
	6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.		
	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.		
	6.1.5.EconNM.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	1	
	6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.		
	6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	1	
	6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.		
	Assessment, Re-teach and Extension			

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Unit 4 Grade 4

Core Idea	Indicator #	Performance Expectations
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
Individuals have the right to be safe and not to be bullied or discriminated against.	6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.1	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.
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.	6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
	6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
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.
	6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

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There are a variety of sources that help us understand the past.	6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
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Unit 4 Grade 4	
Assessment Plan	
<ul style="list-style-type: none"> • Complete a chart with the following questions based on the Southwest 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? • Homework monitor and assess class work • Name the 5 regions of the U.S. and label them on a map • Exit Tickets 	<ul style="list-style-type: none"> • Complete workbook assessment that includes multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions • Create a brochure on one of the main natural resources from the Southwestern and Western regions. • Short Constructed Responses • Complete a chart with the following questions based on the Western regions. 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? • When studying the Holocaust, understand that choices have consequences for groups and individuals.
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 • www.Readworks.org • https://www.commonlit.org/ 	<ul style="list-style-type: none"> • Locate and label landforms and bodies of water in the Southwest and Western regions. • Write a summary about how the climate of the Southwest might affect people? • Draw pictures of jewelry made by Native American people. • Describe how the use of an oil field would affect the land around the wells. • Write an essay explaining how railroads changed cattle ranching. • Create a poster convincing people to conserve water. • Create a PowerPoint or poster that gives specific information about volcanoes and earthquakes from the Western region.

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<ul style="list-style-type: none"> • https://www.mrdonn.org/ • http://www.njamistadcurriculum.net/ • 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"> • Write a compare and contrast essay discussing the plant and animal life of the West and South. • Draw a map and label states in the West and South detailing what resources they are known for. • Write a research essay about Hawaii or Alaska. http://www.smithsonianeducation.org/educators/lesson_plans/creating_hawaii/index.html
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 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.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.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.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

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"> 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 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

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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.