

**Englewood Public School
District Social Studies
Grade 4**

First Marking Period

Unit 1 - The Garden State: Many Places and Spaces

Overview: Students in the fourth grade social studies program engage in a study of New Jersey. In the process, students continue the journey of learning the social studies themes of history, economics, geography and civics by learning about the state in which they live. In unit I, students focus on learning the social studies themes of topography, geography, and environmental studies, by learning about the climate, land, resources, infrastructure, and environment of New Jersey.

Time Frame: 35 to 40 Days

Enduring Understandings:

Describe New Jersey's climate and the impact it has on agriculture and environment.

Identify geological evidence and explain what it states about New Jersey's prehistory.

Identify New Jersey's shape, boundaries, and location on a map.

Understand that regions form and change as a result of unique physical/ecological conditions, economies, and cultures.

Essential Questions:

How was New Jersey formed?

Where is New Jersey located on a map and globe?

How is each of New Jersey's four regions different from the other three, and what makes each region unique?

How has the use of land and resources changed over time, and what has the impact been on the environment?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, The United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in the different</p>	<p>Topics and Objectives</p> <p>Geography</p> <p>Map Skills</p> <p>Environment</p> <p>Natural Resources</p> <p>Students will apply the following skills and strategies:</p> <p>Acquire and apply vocabulary associated with geography and geology.</p> <p>Analyze and use political and physical maps.</p> <p>Discuss and explain that New Jersey's terrain is varied.</p> <p>Compare and contrast how land affects people and how people affect land.</p> <p>Explain how geography transcends human boundaries.</p> <p>Analyze how geography influences history and economy.</p> <p>Evaluate violent natural resources that shaped the Earth's landscape.</p> <p>Identify why New Jersey is called the Garden State.</p>	<p>As an introduction to unit 1, students will watch a video <i>Two Minute Tour of New Jersey</i> and a Prezi titled "New Jersey Regions" (CRP11, 8.1.2.E.1)</p> <p>Following a presentation of Lesson 1: "Maps" in <i>You, New Jersey, And The World</i>, students will conduct a whole-class discussion answering the questions on page 32 of the social studies textbook. (NJSLSA.R1)</p> <p>Students will become more knowledgeable about map reading by watching a video. (8.1.2.E.1, CRP2)</p> <p>As a class, students will identify New Jersey on a US and world, political and physical map and they will determine the latitude and longitude of New Jersey. (NJSLSA.R7)</p> <p>Students will break into small groups and identify their town and Trenton on a map using lines of latitude and longitude. (CRP2)</p> <p>Students will work as a class to create a list of the 21 counties in New Jersey. (NJSLSA.R7)</p> <p>Using a blank map of New Jersey, students will work collaboratively to create a web</p>	<p><u>Literature:</u></p> <p><i>You, New Jersey, And The World, Teachers Package</i>, Afton Publishing Co., Inc. Copyright 2004 (Teacher manuals and text books)</p> <p><u>Web-based Resources:</u></p> <p>www.Watchknowlearn.org-</p> <p>https://www.youtube.com/watch?v=DZ2_y70AqJ8</p> <p>Prezi: https://prezi.com/gyatlkmldev/regions-of-new-jersey/</p> <p>www.factsfornow.scholastic.com</p> <p>Scholastic: http://www.factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=1066782_6&id=a2020780-h</p> <p>state.nj.us http://www.state.nj.us/nj/about</p> <p>Interactive maps:</p>	<p>Formative Assessments:</p> <p>Instructors will confer with students to investigate their knowledge (anecdotal records & observation). Students' progress will be ascertained via oral and written class work.</p> <p>Students will receive a grade for participation in classroom discussions and activities.</p> <p>Benchmark Assessment: Exact Path</p> <p>Summative Assessments: Students' understanding of concepts and application of content will be evaluated via cooperative learning activities.</p> <p>Students will be evaluated based upon their knowledge of New Jersey's geography and the quality of their chosen New Jersey region.</p>
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<p>regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</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.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and divide natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the</p>	<p>Discuss the difference in geography in all the faces of New Jersey.</p> <p>Discuss New Jersey's varied environment.</p> <p>Investigate the uses of lakes in New Jersey.</p> <p>Analyze environmental problems in the Jersey shore.</p> <p>Identify New Jersey natural resources.</p> <p>Investigate the uses of latitude and longitude.</p>	<p>of the ten major cities in New Jersey: (http://www.geonames.org/US/NJ/largest-cities-in-new-jersey.html) (NJSLSA.R7)</p> <p>Following a presentation of Lesson 2: "Geography" in <i>You, New Jersey, And The World, Teachers Package</i>, students will conduct a whole-class discussion about the many faces of New Jersey and collectively determine which face they live in. (SL.4.4)</p> <p>Students will break into small collaborative groups and conduct research about a given New Jersey State region; students will use classroom text, Prezi, state.nj.us and Facts for Now. Once research is complete, students will identify the region on a map and list 6-10 unique facts about the given New Jersey Region, identify where the region is located on a New Jersey map, and list important cities or landmarks located in that region. Each small group will present the information to the class. (8.1.2.E.1, CRP12, NJSLSA.W6)</p> <p>Students will work collaboratively to create a class list of students' favorite New Jersey farm products. (NJSLSA.W4)</p>	<p>https://kids.nationalgeographic.com/world/</p> <p>Interactive maps of NJ: If39v_dAhUHgK0KHe6tBu8QsAR6BAGFEAE&biw=1281&bih=628#imgrc=NOeRuUhTMjTeOM">https://www.google.com/search?q=new+jersey+natural+resources+map&num=20&tbm=isch&tbo=u&source=univ&sa=X&ved=2ahUK_Ewin>If39v_dAhUHgK0KHe6tBu8QsAR6BAGFEAE&biw=1281&bih=628#imgrc=NOeRuUhTMjTeOM:</p> <p>Primary Source docs: http://www.loc.gov/exhibits/ https://edu.google.com/expeditions/#about: Google Expeditions Virtual Trips</p> <p>Books by NJ Authors: https://www.njstatelib.org/services_for_libraries/consulting_services/youth_services/authors-illustrators-born-associated-new-jersey/</p> <p>Newsela: New Jersey, the Garden State: https://newsela.com/read/element-50-states-new-jersey/id/31699/</p>	<p>Alternative Assessments:</p> <p>http://www.schrockguide.net/assessment-and-rubrics.html</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
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<p>world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)</p>		<p>Students will work collaboratively to list products and occupations, which are common in the Jersey, shore region. (9.1.4.A.2)</p> <p>Following a presentation of Lesson 3: “Geology” in <i>You, New Jersey, And The World</i>, students will conduct a whole-class discussion answering the questions on page 64 of the social studies textbook. (CRP2, SL.4.4)</p> <p>Students will gain a better understanding of New Jersey weather maintaining a class graph of the weather throughout this unit and discuss the results at the end of unit. (8.1.2.E.1)</p> <p>Following a presentation of Lesson 12: “Environment” in <i>You, New Jersey, And The World</i>, students will conduct a whole- class discussion answering the questions on page 221 of the social studies textbook. (SL.4.4)</p> <p>Students will work collaboratively to list reasons to keep New Jersey clean and then brainstorm one solution that will help minimize or eliminate pollution in the Garden State. (SL.4.4)</p> <p>Enrichment Activity:</p>		
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		Students will research the names of major lakes in New Jersey and create a list of the names and uses of lakes in New Jersey. (CRP7)		
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Accommodations and Modifications:

Students with special needs: 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.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o 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. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies. • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our- 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven

<p>written work</p> <ul style="list-style-type: none"> ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<p>work/about-udl.html#.VXmoXcfD-UA).</p> <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>to do</p> <ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make proper adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<p>Instruction</p> <ul style="list-style-type: none"> ● Use project-based learning ● Structure the learning around explaining or solving a social or ● community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum
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Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

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

Integration of 21st Century Standards NJSLS 9:

9.1.4.A.2: Identify potential sources of income.

Integration of Technology Standards NJSLS 8:

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Interdisciplinary Connections: ELA-NJSLS/ELA:

Anchor Standards:

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. provided.

NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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