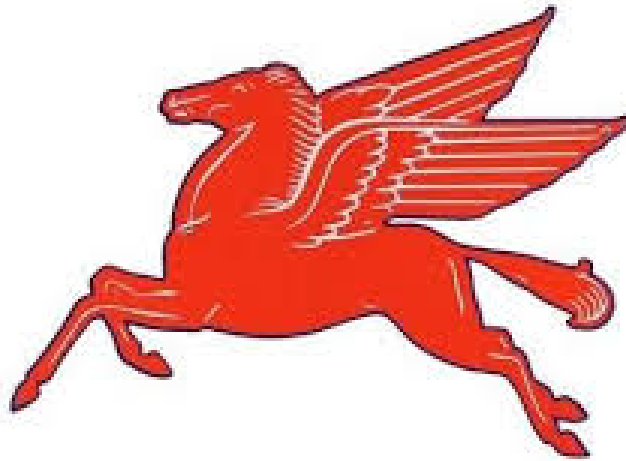


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Social Studies - Grade 4

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

4th GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
1 – Geography of the United States	10	MP 1 of 2	Focus on how geography affects the way we live.
2 – Americans and their History	12	MP 1 of 2	Focus on how we have changed and how we have stayed the same during our history.
3 – Government in the United States	8	MP 1 of 2	Focus on what is special about the American government.
4 – The Nation’s Economy	10	MP 1 of 2	Focus on how our economy meets our needs and wants.
5 – Regions: the Northeast	12	MP 2 of 2	Focus on how where someone lives affects who they are- specifically the Northeast.
6 – Regions: the Southeast	12	MP 2 of 2	Focus on how where someone lives affects who they are- specifically the Southeast.
7 – Regions: the Midwest	10	MP 2 of 2	Focus on how where someone lives affects who they are- specifically the Midwest.
8 – Regions: the Southwest	12	MP 2 of 2	Focus on how where someone lives affects who they are- specifically the Southwest.
9 – Regions: the West	12	MP 2 of 2	Focus on how where someone lives affects who they are- specifically the West.

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

21st Century Life and Careers Standards – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

ELA Companion Standards – Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of supports and interventions to improve student achievement

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

MP 1 -

Big Idea: Geography of the United States

Topic: Land and regions of the US, Weather and Climate, Regions and resources, People and the land

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <ul style="list-style-type: none"> • SOC.6.1.5.GeoPP.2 - [Performance Expectation] - 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. • SOC.6.1.5.GeoSV.5 - [Performance Expectation] - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. • SOC.6.1.5.GeoGI.3 - [Performance Expectation] - Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> • CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals <p>Technology Standards:</p> <ul style="list-style-type: none"> • TECH.8.1.5.C.CS1 - [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media <p>ELA Companion Standards:</p>	GOAL				
	<p>SWBAT :</p> <ul style="list-style-type: none"> • Locate the United States on a map and identify the five regions of the United states. Explain how the population of the US has changed over a period of time. • Define climate and distinguish it from weather. Identify factors that contribute to climate (wind, precipitation, temperature). Explain that climate differences in the five regions of the U.S. • Identify the natural resources in the U.S. Analyze and classify natural resources, capital resources, and human resources. Distinguish between renewable and nonrenewable resources. Explain ways people conserve resources. • Evaluate how the environment impacts how and where people live. Analyze how people adapt to the environment. Analyze the way technology has both harmed and improved the environment. 				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Essential Questions</th> <th style="width: 50%;">Assessments</th> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • How does geography affect the way we live? </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Lesson Checks (1 per lesson) • Chapter 1 Assessment (pgs. 38-40) • Online chapter test • Online lesson quizzes • Chapter 1 Quest Finding (pg. 41) • Workbook pages </td> </tr> </table>	Essential Questions	Assessments	<ul style="list-style-type: none"> • How does geography affect the way we live? 	<ul style="list-style-type: none"> • Lesson Checks (1 per lesson) • Chapter 1 Assessment (pgs. 38-40) • Online chapter test • Online lesson quizzes • Chapter 1 Quest Finding (pg. 41) • Workbook pages
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Enduring Understanding	Resources				

<ul style="list-style-type: none"> • LA.RI.4.2 - [Progress Indicator] - Determine the main idea of a text and explain how it is supported by key details; SUMMARIZE the text. <p>MODIFICATIONS:</p> <p>Gifted and Talented Learners:</p> <ul style="list-style-type: none"> • Have students list different geographic features of the United States that they know about. <p>Special Education Learners:</p> <ul style="list-style-type: none"> • Have students draw pictures of their favorite activities and where they do them. <p>English Language Learners:</p> <ul style="list-style-type: none"> • Point to the parts of the map as you are saying the names. • Help students access unfamiliar vocabulary words in this chapter. 	<ul style="list-style-type: none"> • Landforms and bodies of water influence how people live. • Climate is the average temperature and rainfall in a place. • People adapt to their environments. • People change the environment and use its resources to help them live. 	<ul style="list-style-type: none"> • Leveled readers (<i>Our Weather, Weather, How Weather Works</i>) • Content Readers • Student Activity Mats 1A, 1B, 3A • Chapter 1 Quest Finding (pg. 41) • Chapter video • Primary Source: Lewis and Clark Expeditions • Map and Graph skills: read inset map
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MP 1 -
Big Idea: Americans and their history
Topic: America and Europe, a new nation, growth and the Civil War, United States becoming a world power, and the United States since WWII

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <ul style="list-style-type: none"> • SOC.6.1.5.CivicsPI.8 - [Performance Expectation] - Describe how the United States Constitution defines and limits the power of government. • SOC.6.1.5.CivicsPR.1 - [Performance Expectation] - Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. • SOC.6.1.5.CivicsHR.1 - [Performance Expectation] - Describe how fundamental rights guaranteed by the 	<p style="text-align: center;">GOAL</p> <p>SWBAT:</p> <ul style="list-style-type: none"> • Place key events and people of American history in a chronological sequence and context. Identify significant events in American history and the people connected to these events. Analyze visuals such as maps and timelines. • Describe how archeologist learn about the first Americans. Describe how the first American lived. Identify early European explorers and colonies, and their impact on the country. Define the Columbian Exchange and discuss how it affected life in Europe and the Americas. Describe elements of government in the English colonies.
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United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process)

- **SOC.6.1.5.GeoPP.5** - [Performance Expectation] - *Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.*
- **SOC.6.1.5.EconNM.3** - [Performance Expectation] - *Describe how the development of different transportation systems impacted the economies of New Jersey and the United States*

21st Century Life and Careers:

- **CAEP.9.2.4.A.1** - [Standard] - *Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals*

Technology Standards:

- **ECH.8.1.5.E.CS2** - [Content Statement] - *Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media*

ELA Companion Standards:

- **LA.RI.4.6** - [Progress Indicator] - **COMPARE AND CONTRAST** *a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.*

MODIFICATIONS:

Advanced Learner:

- Describe how the U.S. gained independence from Britain. Identify actions and events that contributed to the growing movement for independence among the colonies. Identify the reasons that some Americans called for a new constitution in the 1780s. Summarize some of the issues that were discussed at the Constitutional Convention and ratification debates. Describe the impact of the Louisiana Purchase and the Lewis and Clark expedition.
- Define Manifest destiny and describe its impact on the country. Discuss the cause/effects of the Industrial Revolution. Discuss causes of and the events leading to the Civil War. Identify the goals of Reconstruction. Describe how the growth of and changes in the U.S. in the mid-nineteenth century affect American Indians.
- Describe the impact of the transcontinental railroad and other transportation systems on the growth of the U.S. Explain how manufacturing and inventions changed life for ordinary Americans. Describe the impact of immigration on the United States. Define the elements of the Great Depression and the New Deal. Discuss the causes and effects of World War I and World War II.
- Explain why the end of WWII is often considered a turning point for the U.S. Define the Cold War and explain how it was different from other wars. Identify key events of the Civil Rights movement. Describe the challenges faces by the U.S. today.

Essential Questions

- How have we changed and how have we stayed the same during our history?

Assessments

- Lesson Checks (1 per lesson)
- Chapter 2 Assessment (pgs. 86-88)
- Online chapter test
- Online lesson quizzes
- Chapter 2 Quest Finding (pg. 89)
- Workbook pages

<ul style="list-style-type: none"> • Have students brainstorm technologies, events, and things that have changed the way people live. Then ask them to select of the items from the list and write a paragraph about how life has been affected by the item or event. <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Show students a picture of colonial America. Ask them to identify as many things in the picture as possible that they would be unlikely to see today. Students should note differences in how people dress, the types of homes or communities in which they live, ect. Provide students with a T-chart to list similarities and differences as they read. <p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide a list of basic words that might be used to describe famous or influential Americans. 	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • American Indians lived in North America before Europeans colonized the continent. • Great Britain and Spain colonized what would later become the United States. • The colonies fought for their independence and formed the United States of America. • The United States grew and its economy industrialized. • The United States fought a costly Civil War that ended slavery. • New inventions, immigration, and an economic depression changed the United States in the early twentieth century. • Civil rights, car, and terrorism have affected the United States since World War II. 	<p>Resources</p> <ul style="list-style-type: none"> • Leveled readers (<i>The story of the Pilgrims, All aboard the Mayflower, The story of the Mayflower</i>) • Content Readers • Student Activity Mats 3B, 5B • Chapter 2 Quest Finding and Quest Project-Based Learning • Chapter video • Primary Source: “The New Colossus • Map and Graph skills: interpret timelines • Rap about it • Chapter Jumpstart activity
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**MP 1 -
Big Idea: Government in the United States**

Topic: Principles of our government, How our government works, Our rights and responsibilities

Standards:

NJ Student Learning Standards:

- **SOC.6.1.5.CivicsPI.3** - [Performance Expectation] - Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **SOC.6.1.5.CivicsPI.4** - [Performance Expectation] - Describe the services our government provides the people in the community, state and across the United States.
- **SOC.6.1.5.CivicsPI.5** - [Performance Expectation] - Explain how government functions at the local, county, and state level.
- **SOC.6.1.5.CivicsPI.6** - [Performance Expectation] - Distinguish the roles and responsibilities of the three branches of the national government.
- **SOC.6.1.5.CivicsPI.7** - [Performance Expectation] - Explain how national and state governments share power in the federal system of government.
- **SOC.6.1.5.CivicsPI.8** - [Performance Expectation] - Describe how the United States Constitution defines and limits the power of government
- **SOC.6.1.5.CivicsHR.1** - [Performance Expectation] - Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

21st Century Life and Careers:

- **CAEP.9.2.4.A.2** - [Standard] - Identify various life roles and civic and work - related activities in the school, home, and community.

GOAL

SWBAT:

- Identify key events in the history of the government of the United States in a chronological sequence. Identify people in the government in the United States. Analyze visuals such as maps and timelines.
- Demonstrate that government and laws are necessary to our nation. Demonstrate that the government provides goods and services. Identify the documents that established our government. Identify ideas and principals from the Declaration of Independence and the U.S. constitution. Understand the importance of the Declarations of Independence and the Preamble and the Bill of Rights of the Constitution.
- Understanding the functions and responsibilities of the legislative, executive, and judicial branches of the federal government. Understand the system of checks and balances in the three branches of the federal government. Identify and understand the differences between the national, state, and local levels of government. Identify the process for how a bill becomes a law.
- Identify important rights of citizens in the U.S. Analyze and understand national and state symbols and holidays that commemorate people, events, and ideals of our government. Identify how citizens participate in their government and community by fulfilling their responsibilities and exercising their rights. Demonstrate how constitutional amendments have changed our nations.

Essential Questions

- What is special about the American government?

Assessments

- Lesson Checks (1 per lesson)
- Lesson interactivity (1 per lesson)
- Chapter 3 Assessment (pgs. 122-124)
- Online chapter test
- Online lesson quizzes
- Chapter 3 Quest Finding (pg. 125)
- Workbook pages

<p>Technology Standards:</p> <ul style="list-style-type: none"> • TECH.8.1.5.F.CS1 - [Content Statement] - Identify and define authentic problems and significant questions for investigation. <p>ELA Companion:</p> <ul style="list-style-type: none"> • LA.W.4.8 - [Progress Indicator] - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and CATEGORIZE information, and provide a list of sources. <p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> • Tell students to suppose that they were governor of their state. What would they like to do for the state? How would they do it? <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Point out that the government is responsible for many things. Ask students to name people in their school who have responsibilities. Help students see comparisons between people such as their principal and the president, governor, or mayor. <p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide a two column chart for the students to write down the first and second parts of compound words they find within this 	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • The United States government is a democracy. • Governments make laws and supply services. • In a democracy, citizens are responsible for how their governments work. • Constitutions tell how governments work. • Governments have different structures. 	<p>Resources</p> <ul style="list-style-type: none"> • Leveled readers (<i>We are America, Being American, Our America</i>) • Content Readers • Student Activity Mats 3A; Quest Mat 4B • Chapter 3 Quest Finding and Quest Project-Based Learning • Chapter video • Primary Source: A letter from John Adams to Abigail Adams • Rap about it • Chapter Jumpstart activity • Big question interactivity
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chapter. Discuss the meaning of the two separate words, and then what the words mean together.

**MP 1 -
Big Idea: The Nation's Economy
Topic: What is the economy, Trade and markets, People and the economy, A global economy**

Standards:

NJ Student Learning Standards:

- **SOC.6.1.5.EconET.3** - [Performance Expectation] - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **SOC.6.1.5.EconET.1** - [Performance Expectation] - Identify positive and negative incentives that influence the decisions people make.
- **SOC.6.1.5.EconEM.2** - [Performance Expectation] - Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- **SOC.6.1.5.EconEM.3** - [Performance Expectation] - Describe how supply and demand influence price and output of products.
- **SOC.6.1.5.EconEM.5** - [Performance Expectation] - Explain why individuals and societies trade, how trade functions, and the role of trade.
- **SOC.6.1.5.EconGE.1** - [Performance Expectation] - Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- **SOC.6.1.5.EconGE.2** - [Performance Expectation] - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

21st Century Life and Careers:

GOAL

SWBAT:

- Use a map to identify the top-selling export in each state. Read a timeline to summarize how life changed for American workers from the 1700s to today.
- Demonstrate an understanding of needs and wants, the basics of our economic system, and the roles of producers, consumers, and products. Understand the basic questions that all economic systems must answer. Differentiate between a free enterprise system and other economic systems. Understand and identify the government's role and services as well as laws and rules to protect the U.S. economy.
- Understand the difference between bartering and the use of money. Understand and demonstrate how inflation affects prices. Understand and demonstrate how businesses provide goods and services to the public to make a profit. Explain why entrepreneurs are willing to take risks to start a new business. Identify the forces of supply and demand in a market economy.
- Understand and demonstrate that individuals and families make economic decisions daily. Understand scarcity and its impact on consumers. Demonstrate an understanding of opportunity cost and how it shapes economic choices. Identify and classify economic incentives in our economy. Explain the role of banks and savings in the lives of individuals, families, communities, and businesses. Understand the connection between work, income, skills, and families' lives.
- Demonstrate how technology has led to an increase in global trade. Identify examples of globalization and how it has led to interdependence between countries. Understand the difference between imports and exports. Demonstrate an understanding of specialization and the division of labor and how they lead to higher quality and an increase in productivity. Describe the effects of globalization in today's world.

<ul style="list-style-type: none"> ● PFL.9.1.4.B.1 - [Standard Statement] - Differentiate between financial wants and needs. ● PFL.9.1.4.E.1 - [Standard Statement] - Determine factors that influence consumer decisions related to money. ● PFL.9.1.4.B.4 - [Standard Statement] - Identify common household expense categories and sources of income. ● PFL.9.1.4.C.1 - [Standard Statement] - Explain why people borrow money and the relationship between credit and debt. ● PFL.9.1.4.C.2 - [Standard Statement] - Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages). <p>Technology Standards:</p> <ul style="list-style-type: none"> ● TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> ● LA.RI.4.3 - [Progress Indicator] - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text <p>Anchor Standards:</p> <p>MODIFICATIONS: Advanced Learner:</p>	Essential Questions	
	<ul style="list-style-type: none"> ● How does the economy meet our needs and wants? 	Assessments <ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Lesson interactivity (1 per lesson) ● Chapter 4 Assessment (pgs. 164-166) ● Online chapter test ● Online lesson quizzes ● Chapter 4 Quest Finding (pg. 167) ● Workbook pages
	Enduring Understanding	
	<ul style="list-style-type: none"> ● An economy uses resources, people, and machines to produce goods and services. ● Economies are made up of producers and consumers. ● The price for goods and services depends on supply and demand. ● Businesses work to earn income and profit. ● Nations trade with each other and specialize in producing different goods and services. 	Resources <ul style="list-style-type: none"> ● Leveled readers (<i>Our Economy; The Nation’s Economy; The Global Economy</i>) ● Content Readers ● Student Activity Mats 1B, 2A, 2B, 5B ● Chapter 4 Quest Finding and Quest Project-Based Learning ● Chapter video ● Primary Source: Henry Ford, Entrepreneur ● Rap about it

<ul style="list-style-type: none"> • Have students define ‘wants’ and ‘needs’, providing examples of each from their own lives. <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Remind students that the economy is how the resources of an area or country are produced, delivered, and used. Explain that the Big Question focuses on how the economy meets our needs and wants. Have students draw pictures of the items they would like to buy. <p>English Language Learners:</p> <ul style="list-style-type: none"> • Write producer and consumer on the board. Repeat the words while pointing to them. Repeat them again, defining each word as you do. Use concrete, relatable examples. 		<ul style="list-style-type: none"> • Chapter Jumpstart activity • Big question interactivity
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MP 2-
Big Idea: Regions- the Northeast
Topic: The land and resources of the Northeast, The birthplace of the nation, Growth and change in the Northeast, The Northeast today

<p>Standards: NJ Student Learning Standards:</p> <ul style="list-style-type: none"> • SOC.6.1.5.EconEM.4 - [Performance Expectation] - 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. • SOC.6.1.5.EconNM.3 - [Performance Expectation] - Describe how the development of different transportation systems impacted the economies of NEW JERSEY and the United States. • SOC.6.1.5.HistoryCC.6 - [Performance Expectation] - Use multiple sources to make evidence-based 	<p style="text-align: center;">GOAL</p> <p>SWBAT:</p> <ul style="list-style-type: none"> • Place key events and people of American history in a chronological sequence and context. Identify significant events in the history of the Northeast. Analyze visuals such as maps and timelines. • Identify the physical characteristics of the Northeast Region. Describe the differences between coastal and mountain areas of the region. Interpret a physical map of the Northeast. Describe the bodies of water in the Northeast. • Describe natural resources that are plentiful in the Northeast region of the U.S. Identify agricultural products of the Northeast. Interpret a map of natural resources, and explain some of the features that contribute to tourism in the Northeast.
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<p><i>inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of NEW JERSEY.</i></p> <ul style="list-style-type: none"> ● SOC.6.1.5.HistoryUP.1 - [Performance Expectation] - 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. ● SOC.6.1.5.GeoPP.2 - [Performance Expectation] - 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. ● SOC.6.1.5.GeoSV.2 - [Performance Expectation] - Use maps to explain the impact of location and place on the relationships between places in NEW JERSEY, the United States and other countries. ● SOC.6.1.5.GeoSV.4 - [Performance Expectation] - 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). <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> ● CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals <p>Technology Standards:</p> <ul style="list-style-type: none"> ● TECH.8.1.5.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> ● LA.RI.4.5 - [Progress Indicator] - Describe the overall structure (e.g., chronology, comparison, 	<ul style="list-style-type: none"> ● Analyze the way of life of American Indians and their interactions with early settlers. Describe the roles the colonies of the Northeast played in the American Revolution. Explain how abolitionist and advocate for women’s rights influenced the country. ● Describe the different waves of immigration, and the impact of immigration on the U.S. and the Northeast region. Identify nineteenth-century inventors and advances in technology, and explain how they helped industry grow. Describe the causes and effects of the reform movement. ● Explain the factors that contributed to the growth of cities in the Northeast. Analyze the differences between urban and rural lifestyles in the Northeast. Describe the landmarks and unique characteristics of the cities in the Northeast. Describe how cities have changed over time. 				
	<table border="1"> <thead> <tr> <th data-bbox="821 667 1388 703">Essential Questions</th> <th data-bbox="1388 667 1898 703">Assessments</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 703 1388 1174"> <ul style="list-style-type: none"> ● How does where we live affect who we are? </td> <td data-bbox="1388 703 1898 1174"> <ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Lesson interactivity (1 per lesson) ● Chapter 5 Assessment (pgs. 212-214) ● Online chapter test ● Online lesson quizzes ● Chapter 5 Quest Finding (pg. 215) ● Workbook pages </td> </tr> </tbody> </table>	Essential Questions	Assessments	<ul style="list-style-type: none"> ● How does where we live affect who we are? 	<ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Lesson interactivity (1 per lesson) ● Chapter 5 Assessment (pgs. 212-214) ● Online chapter test ● Online lesson quizzes ● Chapter 5 Quest Finding (pg. 215) ● Workbook pages
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cause/**EFFECT**, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

MODIFICATIONS:

Advanced Learner:

- Provide students with the following headings: land, resources, economics, and history. Have students work in small groups to identify what the Northeast will be like in each of these areas. As they read, have them look back at their list to evaluate their predictions.

Students with Disabilities:

- Show students where the Northeast is on a map of the United States. Ask students to point to where your community is located. Provide them with pictures of various places in the Northeast at different times of the year. Have students identify which pictures are similar to your community and which are different.

English Language Learners:

- Work with students to ask and answer questions about the map. Encourage student to use complete sentences when identifying the feature.

- Immigrants helped shape the culture and economy of the Northeast and were instrumental in its growth.
- The Northeast has many urban areas and centers of commerce.

- Chapter 5 Quest Finding and Quest Project-Based Learning
- Chapter video
- Primary Source: Edward Winslow, A Journal of the Pilgrims at Plymouth, 1622
- Rap about it
- Chapter Jumpstart activity
- Big question interactivity

MP 2 -

Big Idea: Regions- the Southeast

Topic: Land, water and climate of the Southeast; A land of many resources; Settling the Southeast; Southern Life

Standards:	GOAL	
<p>NJ Student Learning Standards:</p> <ul style="list-style-type: none"> ● SOC.6.1.5.GeoPP.1 - [Performance Expectation] - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. ● SOC.6.1.5.GeoPP.2 - [Performance Expectation] - 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 ● SOC.6.1.5.GeoPP.3 - [Performance Expectation] - Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. ● SOC.6.1.5.GeoPP.4 - [Performance Expectation] - Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. ● SOC.6.1.5.GeoPP.5 - [Performance Expectation] - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere ● SOC.6.1.5.GeoPP.6 - [Performance Expectation] - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ● SOC.6.1.5.GeoSV.1 - [Performance Expectation] - 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) 	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Place key events in the history of the Southeast region in a chronological sequence. Identify key people from the Southeast region. Analyze visuals such as maps and timeline to understand meaning. ● Identify, locate, and describe the major landforms of the Southeast. Identify, locate, and describe major rivers and bodies of water in the Southeast. Discuss how the different lands in the Southeast support different kinds of plants and animals. ● Discuss the weather and climate of the Southeast. Understand how major storms form and how they affect the Southeast. Summarize the ways people in the Southeast change their environment in order to prepare for extreme weather events as well as handle their effects. ● Identify and describe the major resources of the Southeast and the locations where they are found. Describe how resources of the Southeast have shaped the lives of the region's people. Summarize how the region's people interact with and change their environment in order to obtain resources. ● Identify different groups that have settled in the Southeast during its history and summarize their interactions. Summarize the role played by people of the Southeast in the formation of the United States and in the nation's early history. Discuss the roles people of the Southeast had in trans-Appalachian expansion and in the settling of states across the country. Identify and summarize the achievements of key figures in the history of the Southeast. ● Identify major cultural achievements of the Southeast. Describe the widespread influence of the culture of the Southeast throughout the rest of the country and the world. Summarize the social and economic changes that the Southeast has experienced since the Civil War. Identify and describe some major cities of the Southeast. 	
	Essential Questions	Assessments
	<ul style="list-style-type: none"> ● How does where we live affect who we are? 	<ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Lesson interactivity (1 per lesson)

<ul style="list-style-type: none"> ● SOC.6.1.5.GeoSV.5 - [Performance Expectation] - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. ● SOC.6.1.5.GeoHE.3 - [Performance Expectation] - Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● SOC.6.1.5.GeoGI.2 - [Performance Expectation] - Use historical maps to explain what led to the exploration of new water and land routes. 		<ul style="list-style-type: none"> ● Chapter 6 Assessment (pgs.260-262) ● Online chapter test ● Online lesson quizzes ● Chapter 6 Quest Finding (pg. 215) ● Workbook pages
<p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> ● CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals <p>Technology Standards:</p> <ul style="list-style-type: none"> ● TECH.8.1.5.C.CS1 - [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> ● LA.W.4.1 - [Progress Indicator] - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● LA.W.4.1.B - Provide reasons that are supported by FACTs from texts and/or other sources <p>MODIFICATIONS: Advanced Learner:</p> <ul style="list-style-type: none"> ● Tell students to think about the kinds of jobs people do in their community. Guide them to think about jobs connected to the 	<p>Enduring Understanding</p> <ul style="list-style-type: none"> ● The Southeast has unique landforms, bodies of water, resources, and wildlife. ● People of the Southeast adapt to the region’s unique climate, including its extreme weather. ● The Southeast played an important role in the founding and growth of the United States. ● The Southeast has undergone many social and economic changes since the Civil War. 	<p>Resources</p> <ul style="list-style-type: none"> ● Leveled readers (<i>What’s It Like in the Southeast?, Life in the Southeast, Exploring the Southeast</i>) ● Content Readers ● Student Activity Mats 1B, 4A ● Chapter 6 Quest Finding and Quest Project-Based Learning ● Chapter video ● Primary Source: Cherokee Syllabary ● Rap about it ● Chapter Jumpstart activity ● Big question interactivity

<p>physical environment. Have them make a list of five to ten jobs connected to the environment.</p> <p>Students with Disabilities:</p> <ul style="list-style-type: none"> • Explain that where we live can affect what we do for fun. Ask student to name things they do for fun during each of the four seasons. Guide them to understand that the weather where we live during each season can affect what they do for fun. <p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide a two column chart for the students to write down the first and second parts of compound words they find within this chapter. Discuss the meaning of the two separate words, and then what the words mean together 		
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MP 2 -
Big Idea: Regions- The Midwest
Topic: In the Heart of the nation; Resources and farming; Settling in the Midwest; The Midwest on the Move

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <ul style="list-style-type: none"> • SOC.6.1.5.GeoPP.1 - [Performance Expectation] - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. • SOC.6.1.5.GeoPP.2 - [Performance Expectation] - 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 • SOC.6.1.5.GeoPP.3 - [Performance Expectation] - Use geographic models to describe how human movement 	<p style="text-align: center;">GOAL</p> <p>SWBAT:</p> <ul style="list-style-type: none"> • Use a map to identify major Midwest waterways. Read a timeline to recognize settlement patterns in the Midwest. • Describe the landforms of the Midwest. Identify and discuss the major rivers and bodies of water of the Midwest. Describe the weather and climate of the Midwest and identify the sources of the region’s climate patterns. Describe the plant and animal life of the Midwest. • Discuss how the Midwest’s land and climate make it one of the world’s most productive agricultural areas. Summarize how factors such as soil type and climate create areas in the Midwest in which different crops thrive. Identify nonagricultural natural resources in the Midwest. Discuss how the region’s people interact with and change their environment in order to obtain resources.
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<p><i>relates to the location of natural resources and sometimes results in conflict.</i></p> <ul style="list-style-type: none"> ● SOC.6.1.5.GeoPP.4 - [Performance Expectation] - Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. ● SOC.6.1.5.GeoPP.5 - [Performance Expectation] - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere ● SOC.6.1.5.GeoPP.6 - [Performance Expectation] - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ● SOC.6.1.5.GeoSV.1 - [Performance Expectation] - 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) ● SOC.6.1.5.GeoSV.5 - [Performance Expectation] - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. ● SOC.6.1.5.GeoHE.3 - [Performance Expectation] - Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● SOC.6.1.5.GeoGI.2 - [Performance Expectation] - Use historical maps to explain what led to the exploration of new water and land routes. ● SOC.6.1.5.EconEM.1 - [Performance Expectation] - Explain why individuals and businesses specialize and trade. ● SOC.6.1.5.EconEM.5 - [Performance Expectation] - Explain why individuals and societies trade, how trade functions, and the role of trade. ● SOC.6.1.5.HistoryCC.6 - [Performance Expectation] - Use multiple sources to make evidence-based 	<ul style="list-style-type: none"> ● Identify American Indian groups that have lived in the Midwest. Discuss the roles of the fur trade in the early history of the Midwest. Summarize the history of settlement in the Midwest, including immigration within the U.S., immigration from other countries, and the displacement of American Indians. Discuss how the development of industry in the Midwest led to increased migration to the region. Summarize the history and growth of Chicago and other major cities of the Midwest. ● Discuss the importance of trade in the history of the growth of the Midwest. Discuss the history of transportation in the Midwest and summarize the way it linked the Midwest to other regions and led to economic growth. Identify contemporary economic trends in the Midwest. Summarize the cultural attractions that the Midwest offers tourists and its residents. 					
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inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

- **SOC.6.1.5.HistorySE.1** - [Performance Expectation] - *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.*

21st Century Life and Careers:

- **CAEP.9.2.4.A.1** - [Standard] - *Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals*

Technology Standards:

- **TECH.8.1.5.B.CS2** - [Content Statement] - **CREATE** *original works as a means of personal or group expression*

ELA Companion Standards:

- **LA.RI.4.2** - [Progress Indicator] - *Determine the main idea of a text and explain how it is supported by key details; summarize the text*

MODIFICATIONS:

Advanced Learner:

- Ask students to write a story about a boy or girl who moves from one region to another that is very different. Tell them to include specific details about how their lives changed when their environment changed.

Students with Disabilities:

- Ask students to name the region they live in and to tell what they like best about that

also led to the growth of the cities and factories.

- Chapter 7 Quest Finding and Quest Project-Based Learning
- Chapter video
- Primary Source: Cherokee Syllabary
- Rap about it
- Chapter Jumpstart activity
- Big question interactivity

area. Point out that if they lived in another area, they might not be able to enjoy the parts of their region they like best. Ask how they would feel about that.

English Language Learners:

- Provide a two column chart for the students to write down the first and second parts of compound words they find within this chapter. Discuss the meaning of the two separate words, and then what the words mean together

MP 2 -

Big Idea: Regions- The Southwest

Topic: Southwestern land, water, and climate; The Southwest's Past; Growth of the Southwest; Life in a dry land

Standards:

NJ Student Learning Standards:

- **SOC.6.1.5.GeoPP.1** - [Performance Expectation] - *Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.*
- **SOC.6.1.5.GeoPP.2** - [Performance Expectation] - *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*
- **SOC.6.1.5.GeoPP.3** - [Performance Expectation] - *Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.*
- **SOC.6.1.5.GeoPP.4** - [Performance Expectation] - *Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.*

GOAL

SWBAT:

- Place key events in the history of the Southwest in a chronological sequence. Identify key people from the Southwest region. Analyze visuals such as maps and timelines to understand meaning.
- Identify the states of the Southwest. Describe the landscape and geographical features of the Southwest region. Explain why the Grand Canyon is unique. Define erosion and describe the causes and effects of erosion. Identify natural resources found in the Southwest and describe how these influence the economy.
- Describe the climate of the Southwest and how the climate varies from one area to another within the region. Identify where tornados occur. Describe the plants and animals common to the Southwest. Explain how the elevation of the west part of the region differs from the eastern part and how this affects plant life and human activities.
- Identify American Indian groups that lived in the Southwest and describe aspects of their culture. Identify early explorers of the Southwest and the roles they played in the development of the region. Discuss the colonial period and influence of Spanish missions. Describe some of the things that attract people to the region.
- Explain some of the factors that contribute to the growth of the Southwest throughout history. Explain how the settlement of the Southwest affected the

<ul style="list-style-type: none"> ● SOC.6.1.5.GeoPP.5 - [Performance Expectation] - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere ● SOC.6.1.5.GeoPP.6 - [Performance Expectation] - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ● SOC.6.1.5.GeoSV.1 - [Performance Expectation] - 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) ● SOC.6.1.5.GeoSV.5 - [Performance Expectation] - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. ● SOC.6.1.5.GeoHE.3 - [Performance Expectation] - Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● SOC.6.1.5.GeoGI.2 - [Performance Expectation] - Use historical maps to explain what led to the exploration of new water and land routes. <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> ● CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals <p>Technology Standards:</p>	<p>American Indians who lived there. Describe the rise of cattle ranching, the oil industry, and other industries of the Southwest.</p> <ul style="list-style-type: none"> ● Explain why water is important to human life. Describe sources of water in the world and identify the main sources of water in the Southwest. Describe how people have adapted to the climate of the Southwest. Explain why water conservation is important and identify methods that people can use to conserve water. 	
	Essential Questions	
	<ul style="list-style-type: none"> ● How does where we live affect who we are? 	Assessments <ul style="list-style-type: none"> ● Lesson Checks (1 per lesson) ● Lesson interactivity (1 per lesson) ● Chapter 8 Assessment (350-354) ● Online chapter test ● Online lesson quizzes ● Chapter 8 Quest Finding (pg. 355) ● Workbook pages
	Enduring Understanding	
<ul style="list-style-type: none"> ● The Southwest has a variety of landforms, climates, and unique resources that have shaped the way of life of people in the region. 	Resources <ul style="list-style-type: none"> ● Leveled readers (<i>What's it Like in the Southwest?</i>, <i>Life in the Southwest</i>, <i>Exploring the Southwest</i>) ● Content Readers 	

- **TECH.8.1.5.B.CS2** - [Content Statement]
- **CREATE** original works as a means of personal or group expression

ELA Companion Standard:

- **LA.RI.4.1** - [Progress Indicator] - 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.

MODIFICATIONS:

Advanced Learner:

- Provide students with the following headings: land, climate, resources, plants and animals. Have students work in small groups to create a chart with information about the Southwest in each of these areas. As they read, have them add information to their charts.

Students with Disabilities:

- Show students where the Southwest is on a map of the United States. Ask student to point to where your community is located. Provide them with pictures of various places in the Southwest and discuss how the pictures are similar to and different from your community.

English Language Learners:

- Point to each feature as you say the word and have students repeat it aft you: mountain, plateau, desert, plains, basin, river, gulf.

- The Southwest was home to many American Indian groups before Spanish settlers arrived.
- The Southwest has a scarcity of water and must utilize recent technological advancements to provide enough water for everyone.

- Student Activity Mats 1A, 1B, 3@, 3B
- Chapter 8 Quest Finding and Quest Project-Based Learning
- Chapter video
- Primary Source: The Dance for Rain and Rainbows
- Rap about it
- Chapter Jumpstart activity
- Big question interactivity

MP 2 -

Big Idea: Regions- The West

Topic: A varied land; Climate of the West; Western Resources; Growth of the West; The West today

Standards:

NJ Student Learning Standards:

- **SOC.6.1.5.GeoPP.1** - [Performance Expectation] - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- **SOC.6.1.5.GeoPP.2** - [Performance Expectation] - 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
- **SOC.6.1.5.GeoPP.3** - [Performance Expectation] - Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- **SOC.6.1.5.GeoPP.4** - [Performance Expectation] - Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- **SOC.6.1.5.GeoPP.5** - [Performance Expectation] - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere
- **SOC.6.1.5.GeoPP.6** - [Performance Expectation] - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **SOC.6.1.5.GeoSV.1** - [Performance Expectation] - 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

GOAL

SWBAT:

- Place key events in the history of the West in a chronological sequence. Identify key people from the West region. Analyze visuals such as maps and timelines to understand meaning.
- Describe the varied lands of the West, especially its major landforms. Analyze the physical processes that result in volcanic activity, earthquakes, hot springs and geysers, and the formation of islands in the West. Compare the many lakes and rivers the West has.
- Describe the wide variety of climates found in the West, including the hottest and coldest areas, and areas with more moderate climates. Identify areas of high and low precipitation in the West. Analyze the physical processes that are responsible for the rain shadow effect. Analyze and compare the relationship between climate and the varied plant and animal life of the West.
- Identify major natural resources in the West and how they create income. Understand that the West has many mines that provide varied products. Identify important agricultural lands in the West and their varied products. Demonstrate an understanding that human-made features such as canals and dams bring water to dry areas of the West. Demonstrate how the sea is an important resource in the West.
- Identify American Indian groups that have lived in the West. Demonstrate how Spanish exploration and colonization led to the development of the West. Understand the history of Western settlement by people from elsewhere in the United States and abroad. Understand and identify how U.S. expansionism and trade led to the acquisition and eventual statehood of Hawaii and Alaska. Understand the growth of cities in the West.
- Identify major elements of the West's economy today. Demonstrate the importance of trade to the economy of the West, especially trade with other nations that border the Pacific. Understand that the West has many ports at which goods are both imported and exported. Describe the challenges the West faces today and in the future and what the region is doing to meet those challenges.

<p>compare the number of people living at two or more locations)</p> <ul style="list-style-type: none"> • SOC.6.1.5.GeoSV.5 - [Performance Expectation] - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. • SOC.6.1.5.GeoHE.3 - [Performance Expectation] - Analyze the effects of catastrophic environmental and technological events on human settlements and migration. • SOC.6.1.5.GeoGI.2 - [Performance Expectation] - Use historical maps to explain what led to the exploration of new water and land routes. <p>21st Century Life and Careers:</p> <ul style="list-style-type: none"> • CAEP.9.2.4.A.1 - [Standard] - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals <p>Technology Standards:</p> <ul style="list-style-type: none"> • TECH.8.1.5.F.CS1 - [Content Statement] - Identify and define authentic problems and significant questions for investigation. <p>ELA Companion Standards:</p> <ul style="list-style-type: none"> • LA.RI.4.3 - [Progress Indicator] - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <p>MODIFICATIONS: Gifted and Talented Learners:</p>			
	Essential Questions		Assessments
	<ul style="list-style-type: none"> • How does where you live affect who you are? 	<ul style="list-style-type: none"> • Lesson Checks (1 per lesson) • Lesson interactivity (1 per lesson) • Chapter 9 Assessment (398-400) • Online chapter test • Online lesson quizzes • Chapter 9 Quest Finding (pg. 401) • Workbook pages 	
	Enduring Understanding		Resources
<ul style="list-style-type: none"> • The West has a variety of landforms, climates, and unique resources that have shaped the way of life of people in the region. • The West was home to many American Indian groups before Spanish settlers arrived. • The West has many ports and trades with countries that border the Pacific Ocean. 		<ul style="list-style-type: none"> • Leveled readers (<i>What's it Like in the West?</i>, <i>Life in the West</i>, <i>Exploring the West</i>) • Content Readers • Student Activity Mats 1B, 3A • Chapter 9 Quest Finding and Quest Project-Based Learning • Chapter video • Primary Source: Ansel Adams, The Portfolios of Ansel Adams • Rap about it • Chapter Jumpstart activity • Big question interactivity 	

- Have students compare the political and physical maps of the West and identify cities that were built along a water source. Why is water so important to the growth of a community? Have students think about the question, talk about the answer, and share their answer with the class.

Special Education Learners:

- Ask students to look at the physical map of the West and think about where early settlers could find water in each state. Why was water important to the early settlers? Have students think about the question, talk about the answer, and share their answers with the class.

English Language Learners:

- Display or draw a picture of a huge ocean wave. Point to the wave as you say the word tsunami.