

Regions of Our Country  
Grade 4

Domain: **Geography of the United States Chapter1**

Stage 1: Desired Results

Standards:

- SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- SOC.6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- SOC.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.
- SOC.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.
- SOC.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 different regions of New Jersey and the United States.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- SOC.6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- SOC.6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- SOC.6.1.4.B.CS1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- SOC.6.1.4.B.CS2 Places are jointly characterized by their physical and human properties.
- SOC.6.1.4.B.CS3 The physical environment can both accommodate and be endangered by human activities.
- SOC.6.1.4.B.CS4 Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- SOC.6.1.4.B.CS5 Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- SOC.6.1.4.B.CS6 Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- SOC.6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- SOC.6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- SOC.6.3.4.CS1 Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- SOC.6.3.4.CS2 Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- SOC.6.3.4.CS3 Are aware of their relationships to people, places, and resources in the local community and beyond.
- SOC.6.3.4.CS4 Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- SOC.6.3.4.CS5 Develop strategies to reach consensus and resolve conflict.
- SOC.6.3.4.CS6 Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- SOC.6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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Essential Understandings:

- **Landforms and bodies of water influence how people live.**
- **Climate is the average temperature and rainfall in a place.**
- **People adapt to their environment.**
- **People change the environment and use its resources to help them live.**

Content Skills (The students will...):

- Locate and describe landforms and bodies of water in the United States.
- Differentiate between the five regions of the United States and identify some of their characteristics.
- Explain how natural features and political considerations provide the basis for state and national boundaries.
- Identify that regions are based on many different features.
- Define climate and distinguish it from weather.
- Identify factors that contribute to climate, such as wind, temperature, and precipitation.
- Explain the climate differences in the five U.S. regions.
- Identify the natural resources in the United States.
- 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.
- Provide examples of how people have altered the environment.
- Analyze the way technology has both harmed and improved of the environment.
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Essential Questions:

- **How does geography affect the way we live?**

Stage 2: Evidence of Learning

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| <p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"><li>• Chapter Review and Assessment Student Activity Worksheets</li><li>• Chapter Test</li></ul>                                                                                                    | <p>Summative Performance Task:</p> <ul style="list-style-type: none"><li>• Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter</li><li>• Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen</li></ul> |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>• <i>Got It?</i> - formative assessment for each lesson</li><li>• Observation</li><li>• Participation</li></ul>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Stage 3: Learning Plan</p>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"><li>• English/Language Arts - passages focus on generalizations, writing responses and performance task</li><li>• Technology - publish online story</li><li>• Visual Arts - performance task</li></ul> | <p>Technology Connections:</p> <ul style="list-style-type: none"><li>• <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> - digital presentations, videos, formative assessments.</li></ul>                                                                                                                                                    |
| <p>21 Century Themes:</p> <ul style="list-style-type: none"><li>• Collaboration and Creativity Skills - Taking Action</li><li>• Target Reading Skill - Generalizations</li><li>• Collaboration and Creativity Skills - Problem solving</li></ul>                               |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Unit Resources</p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Resources:</p> <ul style="list-style-type: none"><li>• Pearson My World Social Studies: We Are Connected, 2013</li><li>• Student Worktext</li><li>• myStory Book</li><li>• myWorld Leveled Readers</li></ul>                                                                |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Modifications:</p> <ul style="list-style-type: none"><li>• As per IEP</li><li>• See Appendix A</li></ul>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Domain: <b>Americans and Their History Chapter2</b></p>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Stage 1: Desired Results</p>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                            |

## Regions of Our Country Grade 4

### Standards:

- SOC.6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- SOC.6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- SOC.6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- SOC.6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- SOC.6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- SOC.6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- SOC.6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- SOC.6.1.4.A.7 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.6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- SOC.6.1.4.A.CS2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- SOC.6.1.4.A.CS3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- SOC.6.1.4.A.CS4 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- SOC.6.1.4.A.CS6 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- SOC.6.1.4.A.CS7 The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.A.CS9 The world is comprised of nations that are similar to and different from the United States.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- SOC.6.1.4.B.CS4 Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- SOC.6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- SOC.6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- SOC.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- SOC.6.1.4.D.14 Trace how the American identity evolved over time.
- SOC.6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- SOC.6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- SOC.6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- SOC.6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- SOC.6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- SOC.6.1.4.D.CS1 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. SOC.6.1.4.D.CS2 Key historical events, documents, and individuals led to the development of our nation.
- SOC.6.1.4.D.CS6 American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.

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Essential Understandings:

- **Native Americans lived in North America before Europeans colonized the continent.**
- **Great Britain 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, immigrants, and an economic depression changed the United States in the early twentieth century.**
- **Civil rights, war, and terrorism have affected the United States over the past 60 years.**

Content Skills (The students will...):

- Demonstrate an understanding of what historians and archaeologists do and the purpose of that work.
- Identify Native Americans in North America, summarize their human characteristics and analyze the effect of geography on their culture.
- Identify European explorers, discuss European colonization in the Americas, and summarize the human characteristics of European colonies.
- Discuss the positive and negative impacts of European contact with Native Americans.
- Summarize the traditions the English brought with them to their colonies and discuss the ideas and events that led to the American Revolution.
- Discuss the reasons why the English colonies wanted independence from Great Britain.
- Summarize the ideas and events that led to independence.
- Discuss the failures of the first national government and summarize the events that led to a new Constitution.
- Summarize key founding documents.
- Identify key figures who contributed to winning independence and writing the founding documents.
- Explain the Louisiana Purchase and how it affected the size of the United States.
- Describe the achievements of Lewis and Clark.
- Discuss Manifest Destiny and other ideas and events that led to Westward Expansion.
- Identify how and why the United States grew during the first half of the 1800s.
- Describe the Industrial Revolution and the importance of new inventions and immigrants.
- Explain the causes and effects of the Civil War, its key figures and its importance in the U.S. History.
- Summarize the differences between the North and the South.
- Discuss slavery and the role it played in causing the Civil War.

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Essential Questions:

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

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

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Modifications:

- As per IEP
- See Appendix A

Domain: **Government in the United States Chapter3**

Stage 1: Desired Results

## Regions of Our Country Grade 4

### Standards:

- SOC.6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- SOC.6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- SOC.6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- SOC.6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- SOC.6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- SOC.6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- SOC.6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- SOC.6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- SOC.6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- SOC.6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- SOC.6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- SOC.6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- SOC.6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- SOC.6.1.4.A.7 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.6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- SOC.6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- SOC.6.1.4.A.CS1 Rules and laws are developed to protect people’s rights and the security and welfare of society.
- SOC.6.1.4.A.CS10 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- SOC.6.1.4.A.CS11 In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- SOC.6.1.4.A.CS2 The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- SOC.6.1.4.A.CS3 American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- SOC.6.1.4.A.CS4 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- SOC.6.1.4.A.CS5 In a representative democracy, individuals elect representatives to act on the behalf of the people.
- SOC.6.1.4.A.CS6 The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- SOC.6.1.4.A.CS7 The United States democratic system requires active participation of its citizens.
- SOC.6.1.4.A.CS8 Immigrants can become and obtain the rights of American citizens.
- SOC.6.1.4.A.CS9 The world is comprised of nations that are similar to and different from the United States.

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| <p>Essential Understandings:</p> <ul style="list-style-type: none"><li>• <b>The U.S. government is a democracy.</b></li><li>• <b>Governments make laws and supply services.</b></li><li>• <b>In a democracy, citizens are responsible for how their governments work.</b></li><li>• <b>Governments have different structures.</b></li><li>• <b>Constitutions tell how governments work.</b></li><li>• <b>Governments have different powers.</b></li></ul> | <p>Content Skills (The students will...):</p> <ul style="list-style-type: none"><li>• Demonstrate that the government and laws are necessary to our nation.</li><li>• Demonstrate that the government provides goods and services.</li><li>• Identify the documents that established our government.</li><li>• Identify ideas and principles from the Declaration of Independence and the Constitution.</li><li>• Understand the importance of the Declaration of Independence and the Preamble and the Bill of Rights of the Constitution.</li><li>• Understand the functions and responsibilities of the legislative, executive, and judicial branches of the federal government.</li><li>• Understand the system of checks and balances in the three branches of the federal government.</li><li>• Identify and understand the differences between the national, state, and local levels of the government.</li><li>• Identify the process of how a bill becomes a law.</li><li>• Identify important rights of citizens in the United States.</li><li>• Understand and analyze national and state symbols and holidays that commemorate people, events, and the ideals of our government.</li><li>• Identify how citizens participate in their government and community by fulfilling their responsibilities and exercising their rights.</li><li>• Demonstrate how constitutional amendments have changes our nation.</li></ul> |
| <p>Essential Questions:</p> <ul style="list-style-type: none"><li>• <b>What is special about American Government?</b></li></ul>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Stage 2: Evidence of Learning</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"><li>• Chapter Review and Assessment Student Activity Worksheets</li><li>• Chapter Test</li></ul>                                                                                                    | <p>Summative Performance Task:</p> <ul style="list-style-type: none"><li>• Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter</li><li>• Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen</li></ul> |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>• <i>Got It?</i> - formative assessment for each lesson</li><li>• Observation</li><li>• Participation</li></ul>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Stage 3: Learning Plan</p>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"><li>• English/Language Arts - passages focus on generalizations, writing responses and performance task</li><li>• Technology - publish online story</li><li>• Visual Arts - performance task</li></ul> | <p>Technology Connections:</p> <ul style="list-style-type: none"><li>• <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> - digital presentations, videos, formative assessments.</li></ul>                                                                                                                                                    |
| <p>21 Century Themes:</p> <ul style="list-style-type: none"><li>• Collaboration and Creativity Skills - Taking Action</li><li>• Target Reading Skill - Generalizations</li><li>• Collaboration and Creativity Skills - Problem solving</li></ul>                               |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Unit Resources</p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Resources:</p> <ul style="list-style-type: none"><li>• Pearson My World Social Studies: We Are Connected, 2013</li><li>• Student Worktext</li><li>• myStory Book</li><li>• myWorld Leveled Readers</li></ul>                                                                |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Modifications:</p> <ul style="list-style-type: none"><li>• As per IEP</li><li>• See Appendix A</li></ul>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |

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| Domain: <b>The Nation's Economy Chapter4</b> |
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| Stage 1: Desired Results |
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## Regions of Our Country Grade 4

### Standards:

- SOC.6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- SOC.6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- SOC.6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- SOC.6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- SOC.6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.
- SOC.6.1.4.C.14 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.6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- SOC.6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- SOC.6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- SOC.6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- SOC.6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- SOC.6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- SOC.6.1.4.C.4 Describe how supply and demand influence price and output of products.
- SOC.6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- SOC.6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- SOC.6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- SOC.6.1.4.C.8 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.
- SOC.6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- SOC.6.1.4.C.CS1 People make decisions based on their needs, wants, and the availability of resources.
- SOC.6.1.4.C.CS2 Economics is a driving force for the occurrence of various events and phenomena in societies.
- SOC.6.1.4.C.CS3 Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
- SOC.6.1.4.C.CS4 Availability of resources affects economic outcomes.
- SOC.6.1.4.C.CS5 Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
- SOC.6.1.4.C.CS6 Creativity and innovation affect lifestyle, access to information, and the creation of new products and services
- SOC.6.1.4.C.CS8 Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

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Essential Understandings:

- **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.**

Content Skills (The students will...):

- Demonstrate an understanding of needs and wants.
- Demonstrate an understanding of the basics of our economic system, including the role of producers, consumers, and products.
- Understanding the basic questions that all economic systems must answer.
- Differentiate between a free-market economy and other economic systems.
- Demonstrate how our economy is divided into important sectors, or parts.
- Summarize the ways in which an economy produces goods and services.
- Understand and identify the government's role in providing public goods and services as well as laws and rules to protect the U.S. economy.
- Understanding the difference between barter and the use of money in an economic system.
- Understanding 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 and producers.
- 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 family's lives.
- Demonstrate how technology has led to an increase in global trade.
- Identify examples of globalization and how it has led to interdependence

Regions of Our Country  
Grade 4

Essential Questions:

- **How does economy meet our needs and wants?**

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Regions of Our Country  
Grade 4

Modifications:

- As per IEP
- See Appendix A

Domain: **Regions: The Northeast Chapter5**

Stage 1: Desired Results

## Regions of Our Country Grade 4

### Standards:

- SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- SOC.6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- SOC.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.
- SOC.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.
- SOC.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 different regions of New Jersey and the United States.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- SOC.6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- SOC.6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- SOC.6.1.4.B.CS1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- SOC.6.1.4.B.CS2 Places are jointly characterized by their physical and human properties.
- SOC.6.1.4.B.CS3 The physical environment can both accommodate and be endangered by human activities.
- SOC.6.1.4.B.CS4 Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- SOC.6.1.4.B.CS6 Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

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Regions of Our Country  
Grade 4

Essential Understandings:

- **The Northeast has unique landforms, bodies of water, resources, and weather.**
- **The Northeast was the location of the founding of the United States.**
- **Immigrants helped shape the culture and economy of the U.S. and were instrumental in its growth.**
- **The Northeast has more urban areas with high population density than other regions.**

Content Skills (The students will...):

- 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.
- Locate and describe the bodies of water in the Northeast.
- Identify and explain the natural resources in the region.
- Describe the water resources in the Northeast.
- Interpret a map of natural resources.
- Describe the tourism industry in the Northeast.
- Analyze the way of life of Native Americans and their interactions with early settlers.
- Review the main ideas of the founding of the United States, including the revolution and the Declaration of Independence.
- Analyze how African Americans and women struggles to gain equal rights in the new nation.
- Explain the different waves of immigration.
- Identify the characteristics of the Northeast that led to new inventions and industrial development.
- Determine the causes and effects of the major reform movements of the Northeast.

Essential Questions:

- **How does where we live affect who we are?**

Stage 2: Evidence of Learning

Regions of Our Country  
Grade 4

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"><li>• Chapter Review and Assessment Student Activity Worksheets</li><li>• Chapter Test</li></ul>                                                                                                    | <p>Summative Performance Task:</p> <ul style="list-style-type: none"><li>• Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter</li><li>• Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen</li></ul> |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>• <i>Got It?</i> - formative assessment for each lesson</li><li>• Observation</li><li>• Participation</li></ul>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Stage 3: Learning Plan</p>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"><li>• English/Language Arts - passages focus on generalizations, writing responses and performance task</li><li>• Technology - publish online story</li><li>• Visual Arts - performance task</li></ul> | <p>Technology Connections:</p> <ul style="list-style-type: none"><li>• <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> - digital presentations, videos, formative assessments.</li></ul>                                                                                                                                                    |
| <p>21 Century Themes:</p> <ul style="list-style-type: none"><li>• Collaboration and Creativity Skills - Taking Action</li><li>• Target Reading Skill - Generalizations</li><li>• Collaboration and Creativity Skills - Problem solving</li></ul>                               |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Unit Resources</p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Resources:</p> <ul style="list-style-type: none"><li>• Pearson My World Social Studies: We Are Connected, 2013</li><li>• Student Worktext</li><li>• myStory Book</li><li>• myWorld Leveled Readers</li></ul>                                                                |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Modifications:</p> <ul style="list-style-type: none"><li>• As per IEP</li><li>• See Appendix A</li></ul>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |

## Regions of Our Country Grade 4

### Stage 1: Desired Results

#### Standards:

- SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- SOC.6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- SOC.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.
- SOC.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.
- SOC.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 different regions of New Jersey and the United States.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- SOC.6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- SOC.6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- SOC.6.1.4.B.CS1            Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- SOC.6.1.4.B.CS2            Places are jointly characterized by their physical and human properties.
- SOC.6.1.4.B.CS3            The physical environment can both accommodate and be endangered by human activities.
- SOC.6.1.4.B.CS4            Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- SOC.6.1.4.B.CS6            Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- SOC.6.1.4.B.CS7            Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

Regions of Our Country  
Grade 4

Essential Understandings:

- **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.**

Content Skills (The students will...):

- 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 the 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 role of the people of the Southeast in trans-Appalachian expansions and 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.

Regions of Our Country  
Grade 4

Essential Questions:

- **How does where we live affect who we are?**

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Regions of Our Country  
Grade 4

Modifications:

- As per IEP
- See Appendix A

Domain: **Regions: The Midwest Chapter7**

Stage 1: Desired Results

## Regions of Our Country Grade 4

### Standards:

- SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- SOC.6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- SOC.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.
- SOC.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.
- SOC.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 different regions of New Jersey and the United States.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- SOC.6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- SOC.6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- SOC.6.1.4.B.CS1 Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- SOC.6.1.4.B.CS2 Places are jointly characterized by their physical and human properties.
- SOC.6.1.4.B.CS3 The physical environment can both accommodate and be endangered by human activities.
- SOC.6.1.4.B.CS4 Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- SOC.6.1.4.B.CS6 Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- SOC.6.1.4.B.CS7 Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

Regions of Our Country  
Grade 4

Essential Understandings:

- **The Midwest's climate, location, bodies of water, and resources are unique.**
- **The Midwest became a transportation center of the United States.**
- **The Midwest's farmland and other resources attracted settlers, which also led to the growth of cities and factories.**

Content Skills (The students will...):

- Describe the landforms of the Midwest.
- Identify and discuss the major rivers and bodies of water in 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 resources in the Midwest.
- Discuss how the region's people interact with and change their environment in order to obtain resources.
- Identify Native American groups that have lived in the Midwest.
- Discuss the role of the fur trade in the early history of the Midwest.
- Summarize the history of settlement in the Midwest, including migration within the United States, immigration from other countries, and the displacement of Native Americans.
- 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 Midwest's growth.
- Discuss the history of transportation in the Midwest and summarize the way it linked the Midwest to other regions and led to growth.
- Identify contemporary economic trends in the Midwest.
- Summarize the cultural attractions that the Midwest offers tourists and its residents.

Regions of Our Country  
Grade 4

Essential Questions:

- **How does where we live affect who we are?**

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Regions of Our Country  
Grade 4

Modifications:

- As per IEP
- See Appendix A

Domain: **Regions: The Southwest Chapter8**

Stage 1: Desired Results

## Regions of Our Country Grade 4

### Standards:

- SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- SOC.6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- SOC.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.
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- SOC.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 different regions of New Jersey and the United States.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- SOC.6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- SOC.6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- SOC.6.1.4.B.CS1            Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- SOC.6.1.4.B.CS2            Places are jointly characterized by their physical and human properties.
- SOC.6.1.4.B.CS3            The physical environment can both accommodate and be endangered by human activities.
- SOC.6.1.4.B.CS4            Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- SOC.6.1.4.B.CS6            Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- SOC.6.1.4.B.CS7            Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

Regions of Our Country  
Grade 4

Essential Understandings:

- **The Southwest has unique landforms, bodies of water, resources, and wildlife.**
- **The people of the Southwest have adapted to the region's arid and semiarid warm climate.**
- **The Southwest has a diversity of cultures that contributed to its history, including Mexican, Native American, and Spanish cultures.**
- **The Southwest was home to many Native American groups before explorers, missionaries, and settlers came to the region.**

Content Skills (The students will...):

- Identify the states and major landforms and rivers of the Southwest.
- Analyze the effects of erosion in the formation of the Grand Canyon and other landforms of the Southwest.
- Identify important natural resources in the Southwest.
- Interpret a map of natural resources.
- Describe the climate of the Southwest.
- Analyze how the climate helps determine the types of plant and animal life in the Southwest.
- Summarize the effect of elevation on climate in the Southwest.
- Identify Native American groups that have lived in the Southwest.
- Summarize the history and the effects of Spanish exploration and colonization in the Southwest.
- Analyze the interaction of Spanish missionaries and Native Americans.
- Describe lasting influence of Mexican, Spanish, and Native American cultures in the Southwest.
- Analyze reasons for settlement in the region in the 1800s.
- Summarize the events that led to the relocation of many Native Americans.
- Explain the growth of cattle ranching and the oil industry.
- Identify reasons for continued growth in the southwest in the twentieth and twenty-first centuries.
- Draw conclusions about the water needs of the Southwest and the region's supply of water.
- Identify ways people use technology to adapt to the Southwest.
- Describe how people conserve water resources.

Essential Questions:

- **How does where we live affect who we are?**

Regions of Our Country  
Grade 4

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"><li>• Chapter Review and Assessment Student Activity Worksheets</li><li>• Chapter Test</li></ul>                                                                                                    | <p>Summative Performance Task:</p> <ul style="list-style-type: none"><li>• Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter</li><li>• Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen</li></ul> |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>• <i>Got It?</i> - formative assessment for each lesson</li><li>• Observation</li><li>• Participation</li></ul>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Stage 3: Learning Plan</p>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"><li>• English/Language Arts - passages focus on generalizations, writing responses and performance task</li><li>• Technology - publish online story</li><li>• Visual Arts - performance task</li></ul> | <p>Technology Connections:</p> <ul style="list-style-type: none"><li>• <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a> - digital presentations, videos, formative assessments.</li></ul>                                                                                                                                                    |
| <p>21 Century Themes:</p> <ul style="list-style-type: none"><li>• Collaboration and Creativity Skills - Taking Action</li><li>• Target Reading Skill - Generalizations</li><li>• Collaboration and Creativity Skills - Problem solving</li></ul>                               |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Unit Resources</p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Resources:</p> <ul style="list-style-type: none"><li>• Pearson My World Social Studies: We Are Connected, 2013</li><li>• Student Worktext</li><li>• myStory Book</li><li>• myWorld Leveled Readers</li></ul>                                                                |                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Modifications:</p> <ul style="list-style-type: none"><li>• As per IEP</li><li>• See Appendix A</li></ul>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |

Regions of Our Country  
Grade 4

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|--------------------------------------------|
| Domain: <b>Regions: The West Chapter 9</b> |
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| Stage 1: Desired Results |
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## Regions of Our Country Grade 4

### Standards:

- SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- SOC.6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- SOC.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.
- SOC.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.
- SOC.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 different regions of New Jersey and the United States.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
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- SOC.6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- SOC.6.1.4.B.CS1            Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- SOC.6.1.4.B.CS2            Places are jointly characterized by their physical and human properties.
- SOC.6.1.4.B.CS3            The physical environment can both accommodate and be endangered by human activities.
- SOC.6.1.4.B.CS4            Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- SOC.6.1.4.B.CS6            Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- SOC.6.1.4.B.CS7            Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

Regions of Our Country  
Grade 4

Essential Understandings:

- **The West has a variety of landforms, climates, and unique resources that have shaped the way of the life of people in the region.**
- **The West was home to many Native American groups before Spanish settlers arrived.**
- **The West has many ports and trades with countries that border the Pacific Ocean.**

Content Skills (The students will...):

- 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.
- Understand that the West has many lakes and rivers and compare them.
- Describe the wide variety of climates found in the West, including the hottest and coldest areas, and 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 carried 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 and provide minerals.
- 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 Native American 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 then statehood of Hawaii and Alaska.
- Understand the growth of cities in the West.
- Identify major elements of the western economy today.
- Demonstrate the importance of trade to the economy of the West, especially trade with other nations

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Essential Questions:

- **How does where we live affect who we are?**

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

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Modifications:

- As per IEP
- See Appendix A