

United States Regions

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCS	Performance Benchmarks/Assessments	Materials Used
4-6 weeks Geography Map Skills/Systems	Geographical Characteristics of the U.S. Regions How can regions of the United States be analyzed in terms of physical characteristics? A region is an area that is tied together for identifiable reason such as physical, political, economic, or cultural features.	Students will compare and contrast information that can be found using different maps and determine when the information may be useful (population, climate, elevation). Students will explain how and when it is important to use latitude and longitude to determine location. Students will compare the physical geography of the regions. Students will describe how the geography of the regions affects development of societies. Students will explain why some locations in the United States are more suited for settlement than others. Students will identify the major cities of the United States.	Social Studies: 6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.5 6.1.4.B.6 6.1.4.B.7 6.1.4.B.8 21 st Century Learning: 6.3.4.B.1 Language Arts: RI 4.7 Science: 5.1.4.A.1 5.1.4.C.2 5.3.4.B.1	Students will use a map and globe to gain understanding as to where the United States is located in terms of other countries and continents. Students will use keys and legends to gain an understanding of the physical geography of the United States. Students will examine a physical map of the United States and predict how the geography of different regions of the country might affect the way people live. Students will use maps to locate major cities and areas of the United States using latitude and longitude.	Nystrom atlases and globe kit.

<p>6-8 weeks</p> <p>US Past & Present</p> <p>Possible Theme Ideas:</p> <p>Changing</p> <p>Evolving</p> <p>Expanding</p>	<p>Cause & Effect Relationships</p> <p>How do our interpretations of past events inform our understandings of cause and effect and change?</p>	<p>Students will summarize reasons why various groups immigrated to America and describe the challenges they encountered.</p> <p>Students will determine and compare how regions changed over time, due to key historical events. (Gold Rush, westward expansion, slavery, transcontinental railroad, steamboat transportation, etc.).</p> <p>Students will describe how stereotyping and prejudice have led to conflict in the past and present lives (immigration and slavery).</p> <p>Students will explain how creativity and innovation aided the transition from an agriculture society to an industrial society (industrial revolution).</p>	<p>Social Studies: 6.1.4.D.4 6.1.4.D.5 6.1.4.D.6 6.1.4.D.7 6.1.4.D.8 6.1.4.D.9 6.1.4.D.10</p> <p>Language Arts: RI 4. 9, 10 W 4. 1, 2, 7</p> <p>Science: 5.1.4.C.1 5.1.4.C.3 5.3.4.B.1 5.3.4.C.2</p>	<p>Students will create a journal, scrapbook or write letters to a friend describing the pros and cons, from their perspective, of life prior to immigration and life in the U.S.</p> <p>Students will read historical narratives and compare/contrast the daily life of a man/woman/child.</p> <p>Students will research famous Americans or groups and present their research to the class, using visuals.</p> <p>Students will compare and contrast their education today to that of different time periods (ex: Southeast during the time of segregation, Northeast during the time of immigration, the West during the westward expansion) through the use of Venn diagrams. Students will write a journal entry describing their school (or work) day during a different time period.</p>	<p>Novel Suggestions:</p> <p><u>Skylark</u></p> <p><u>Watsons go to Birmingham</u></p> <p><u>The Year of Ms. Agnus</u></p> <p><u>Sing Down Moon</u></p> <p><u>The Orphan of Ellis Island</u></p>
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<p>4-6 weeks</p> <p>Citizenship/Civics</p> <p>Possible Theme Ideas:</p> <p>Establishing</p>	<p>U.S Citizens & Government</p> <p>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p>	<p>Students will determine how citizens differ in the regions of the United States.</p> <p>Students will explain how the United States government is organized.</p> <p>Students will distinguish the roles and responsibilities of the three branches of the national government.</p> <p>Students will compare and contrast how government functions at the county, state, and national levels.</p> <p>Students will explain the process of creating change at the local, state, or national level.</p>	<p>Social Studies:</p> <p>6.1.4.A.1 6.1.4.A.2 6.1.4.A.3 6.1.4.A.4 6.1.4.A.5 6.1.4.A.6 6.1.4.A.7 6.1.4.A.8 6.1.4.A.9 6.1.4.A.10 6.1.4.A.12 6.1.4.A.13 6.1.4.A.14 6.1.4.A.15 6.1.4.A.16</p> <p>21st Century Learning: 6.3.4.A.4</p> <p>Language Arts: SL 4. 1, 4</p> <p>Science: 5.1.4.B.3</p>	<p>Students will create a “constitution” for their classroom establishing a classroom “government”. This document will describe the rights and rules of “classroom citizens”, how rules are enforced (and by whom), how decisions are made, how new rules are added, etc...</p> <p>Students will create a diagram of the United States government depicting the different branches of government, the relationship between them, and the relationship between state, local and national government.</p> <p>Students will interview three adults, asking them for their definition of government and citizenship. They will also ask the adults questions about: what they believe government should do/provide for them; what they feel they should do in their community as citizens; and actions they have taken as citizens. They will then present their information to the class.</p>	
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<p>4-6 weeks</p> <p>Economics</p> <p>Possible Theme Ideas:</p> <p>Advising</p> <p>Working</p>	<p>Economic Reasoning</p> <p>How do the characteristics of a market economy influence economic decision making?</p>	<p>Students will describe how supply and demand influences price and output of products.</p> <p>Students will explain how trade helps to meet needs and wants</p> <p>Students will compare and contrast how different regions use resources to promote tourism.</p> <p>Students will recognize the importance of setting long-term goals when making financial decisions within the community. (Coins for a Cause)</p>	<p>Social Studies: 6.1.4.C.2 6.1.4.C.3 6.1.4.C.4 6.1.4.C.5 6.1.4.C.6 6.1.4.C.7 6.1.4.C.10 6.1.4.C.11 6.1.4.C.12</p> <p>21st Century Learning: 6.3.4.C.1</p> <p>Language Arts: SL 4. 1, 4, 5 W 4. 6, 7, 10</p> <p>Science: 5.1.4.D.2</p>	<p>Students will create a tourism company persuading others to travel to their region (brochures, posters, PowerPoint presentation, etc.)</p> <p>Students will develop and implement a group initiative that addresses an economic issue impacting children. (Coins for a Cause)</p>	<p>Coins for a Cause packet</p>
<p>4-6 weeks</p> <p>Regional Growth & Change</p> <p>Possible Theme Ideas:</p> <p>Belonging</p> <p>Changing</p>	<p>Cultures within the United States</p> <p>How can the study of various perspective, beliefs, and cultures provide a context for understanding diversity?</p>	<p>Students will explain how folklore and actions of famous and fictional characters from regions of the United States have contributed to the American national heritage.</p> <p>Students will evaluate the impact of ideas, inventions, and contributions of prominent figures in the United States.</p> <p>Students will describe how culture</p>	<p>Social Studies: 6.1.4.D.12 6.1.4.D.13 6.1.4.D.14 6.1.4.D.15 6.1.4.D.16 6.1.4.D.17 6.1.4.D.19 6.1.4.D.20</p> <p>21st Century Learning: 6.3.4.D.1</p>	<p>Students will research a culture that migrated to the United States, dress up as a member of the culture, and present their information to an audience.</p> <p>Students will complete a web, listing the cultural contributions a specific group of people have contributed to the development of the United</p>	

<p>Appreciating</p> <p>Accepting</p>		<p>is expressed and influences by the behavior of people.</p> <p>Students will be able to trace how the American identity has evolved over time.</p> <p>Students will explain how various groups have dealt with the conflict between maintaining traditional beliefs and practices and adapting to or adopting new beliefs.</p> <p>Students will explain the significance of symbols, monuments, and holidays in developing American identity in a diverse American society.</p> <p>Students will be able to identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>Language Arts: RL 4.9, 10</p>	<p>States. Ideas that the web might include are: language influences, reasons for coming/settling, food, economics, community, religion, celebrations, and recreation.</p> <p>Students will conduct a multi-cultural celebration within the classroom. (Ex: dress, flags, food, games, etc.).</p>	
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