

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Social Studies Grade 4

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grade 4
Credit Value:	N/A
Date Approved:	August 24, 2020

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Grade 4 Social Studies Assessment Rubric

Skills Assessed	1 Needs Support	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard	
Demonstrates understanding of concepts, content, and vocabulary	Student did not demonstrate understanding of concepts, content, and vocabulary.	Student at times demonstrated understanding of concepts, content, and vocabulary.	Student consistently demonstrates understanding of concepts, content, and vocabulary.	Student exceedingly acted as a role model demonstrating understanding of concepts, content, and vocabulary.	This skill is not applicable for this assignment.
Interprets maps, charts, graphs, and nonfiction text features to draw conclusions	Student did not interpret maps, charts, graphs, and nonfiction text features to draw conclusions.	Student at times interpreted maps, charts, graphs, and nonfiction text features to draw conclusions.	Student consistently interpreted maps, charts, graphs, and nonfiction text features to draw conclusions.	Student exceedingly acted as a role model for interpreting maps, charts, graphs, and nonfiction text features to draw conclusions.	This skill is not applicable for this assignment.
Applies knowledge to classroom discussions and activities	Student did not apply knowledge to classroom discussion and/or activity.	Student at times applied knowledge to classroom discussion and/or activity.	Student consistently applied knowledge to classroom discussion and/or activity.	Student exceedingly acted as a role model for applying knowledge to classroom discussion and/or activity	This skill is not applicable for this assignment.

Grade 4 Social Studies Pacing Guide

Marking Period 1	Unit	Standard	Resources
<p>Assessment Assessment Rubric</p>		<ul style="list-style-type: none"> • “A Travel Guide on a Region in NJ” 	
<p>Teach during or after Making Meaning Units 1 and 2</p>	<p>New Jersey’s Land</p>	<p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.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.</p>	<p>Harcourt SS Unit 1, pgs. 4-5 Natural Regions of New Jersey Map Unit 1, Lesson 1 Where is New Jersey? Unit 1, pgs. 16-17 Map and Globe Skills Longitude and Latitude Unit 1, Lesson 2 New Jersey’s Natural Regions Unit 1, Lesson 3 Climate and Resources Unit 1, pgs. 32-33 Points of View Urban Sprawl</p> <p>Discovery Education Streaming Plus The Mid-Atlantic Region: New Jersey Places and Regions Properties of Soil Glaciers The Mid-Atlantic Region Geography American Geography Close-Ups: Maps, Regions, Resources, and Climate Location, Size, and Regions of the U.S. The Population of the U.S Regions of the United States</p> <p>BrainPop Longitude and Latitude</p>

<p>Teaching during or after Making Meaning Unit 3</p>	<p>The Lenape</p>	<p>6.1.4.B.8 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>	<p>Harcourt SS Unit 1, pg. 41 Chief Oratam Unit 1, Lesson 4 The Lenape</p> <p>Discovery Education</p> <p>Native Americans: People of the Forest</p>
			<p>Holidays to Discuss</p> <ul style="list-style-type: none"> -Labor Day -Patriots Day (September 11th) -Constitution Day -Columbus Day -Election Day
<p>21st Century Skills</p>			

Grade 4 Social Studies Pacing Guide

Marking Period 2	Unit	Standard	Resources
<p align="center">Assessment Assessment Rubric</p>		<ul style="list-style-type: none"> "To Move or Not to Move: That is the Question!" 	
<p>Teach during or by the end of Making Meaning Unit 4</p>	<p>European Colonization</p>	<p>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>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.</p> <p>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.</p>	<p>Harcourt SS Unit 2, Lesson 1 Europeans Arrive Unit 2, Lesson 2 The New Jersey Colony Unit 2 - p. 54- 57 NJ Early Settlements</p> <p>Holidays to Discuss Thanksgiving</p> <p>Discovery Education Streaming Plus Colonization and Settlement Colonization of America New Jersey Topography Colonization and Settlement</p> <p>Website Resources Teachertube Video The Effects of European Colonization Exploration of North America</p>
<p>Teach during or by the end of Making Meaning Unit 5</p>	<p>The Birth of Our Nation</p>	<p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of the New Jersey government.</p> <p>6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.</p>	<p>Harcourt SS Unit 2, Lesson 3 The American Revolution Unit 2, Lesson 4 The Constitution</p> <p>Discovery Education Streaming Plus American Revolution and a New Nation American Symbols of Freedom This is Our Country Holiday Facts and Fun: Constitution Day The Constitution and Constitution Day: A Beginner's Guide Sssshhhh! We're Writing the Constitution! Founding of Our Federal Government</p> <p>Website Resources William Livingston Revolutionary War New Jersey</p>

<p>Teach during or by the end of Making Meaning Unit 5</p>	<p>New Inventions and Growth</p>	<p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them. 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>	<p>Harcourt SS Unit 2, Lesson 5 New Inventions and Growth</p> <p>Holidays to Discuss Martin Luther King (will be covered in depth in Marking Period 3)</p> <p>Discovery Education Streaming Plus New Englanders Move from Farms to Factory Towns; Prosperity Wanes as Industry Shifts to the Southeastern States Location, Geographic Features, Natural Resources, and Industry Edison and the Age of Electricity</p>
<p>21st Century Skills</p>			

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Marking Period 3	Unit	Standard	Resources
<p align="center">Assessment Assessment Rubric</p>		<p align="center">Civil Rights Assessment</p>	
<p>Teach during or by the end of Making Meaning Unit 6</p>	<p align="center">Industrial Revolution</p>	<p>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).</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.D.14 Trace how the American identity evolved over time.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>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.</p>	<p>Harcourt SS Unit 3, Lesson 2- A Growing State pages 112-117</p> <p>Discovery Education Streaming Plus Industrial Revolution</p> <p>Websites The Industrial Revolution in the United States</p> <p>BrainPop Industrial Revolution</p>
<p>Teach during or by the end of Making Meaning Unit 7</p>	<p align="center">Civil Rights and Suffrage</p>	<p>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</p>	<p>Harcourt SS Unit 3, Lesson 4 Changing Times pages 125-129 Suffrage Memorabilia pages 130-131 Unit 3, Start With a Story: The Ballot Box Battle p. 104-105</p> <p>Discovery Education Streaming Plus Heroes of Today and Yesterday: Rosa Parks and the Civil Rights Movement</p> <p>Websites Human Rights</p>

			<p>Brain Pop Civil Rights Martin Luther King Jr.</p>
			<p>Holidays to Discuss Martin Luther King President's Day Black History Women's History</p>
<p>21st Century Skills</p>			

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Marking Period 4	Unit	Standard	Resources
<p align="center">Assessment Biz Movie Assessment Rubric</p>		<p>Biz World Performance Based Assessment/Task Biz Movie - In a small group, students will work collaboratively to create a Biz Movie about New Jersey to highlight one or more of the Social Studies standards taught this marking period.</p>	
<p>Teach during or by the end of Making Meaning Unit 8</p>	<p>National Government</p>	<p>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.</p> <p>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.</p> <p>6.1.4.A.5 Distinguish between the roles and responsibilities of the three branches of the national government</p>	<p>Harcourt SS Unit 4, pgs. 137-141 Introduce the Unit Unit 4, Lesson 1 National Government</p> <p>Discovery Education Streaming Plus The Bill of Rights Our Government Distribution of Power in the Federal Government Checks and Balances Welcome to Washington, D.C.</p> <p>Brain Pop Branches of Government Bill of Rights</p>
<p>Teach during or by the end of Making Meaning Unit 8</p>	<p>State and Local Government</p>	<p>6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</p> <p>6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>Harcourt SS Unit 4, Lesson 2 State and Local Government Unit 4, pgs. 158-159 Citizenship: Patriotism Unit 4, pgs.160-161 Virtual Field Trip The New Jersey State House</p> <p>Discovery Education Streaming Plus National Government Origins of State Government Getting to Know Your Community Uncle Sam and the Star Spangled Banner</p>

			<p>Symbols of the United States</p> <p>Holidays to Discuss Memorial Day Flag Day</p> <p>Brain Pop Memorial Day</p>
<p>Teach during or by the end of Making Meaning Unit 9 or Biz Movie</p>	<p>New Jersey's People</p>	<p>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.</p> <p>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.</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>Harcourt SS Unit 4, Lesson 4 New Jersey's People Unit 4, pgs. 178-179 Biographies New Jersey's Cultural Ambassadors</p> <p>Discovery Education Streaming Plus What are Environmental Problems? Reading Passage- Getting Involved in Environmental Issues Global Issues Everyday Leaders Internationally Known Leaders Red Cross Expands</p> <p>Holidays to Discuss Autism Awareness Earth Day</p> <p>Websites Global Citizenship Article Global Environmental Issues Article Current Environmental Issues Article</p> <p>Biz World</p>
<p>21st Century Skills</p>		<p>NJSLS Technology 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.</p>	