

# Pequannock Township School District

## Curriculum Syllabus

### Social Studies - Fourth Grade

#### Course Description:

Students will explore history in the context of the digital age, allowing 21<sup>st</sup>-century learners to transcend the limits of time and place and experience historic events virtually. This social studies curriculum provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. In grades K-3, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

#### Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of.

- 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.
- 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.
- 6.1.4.A.5: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6: Explain how national and state governments share power in the federal system of government.
- 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.
- 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.
- 6.1.4.A.9: Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights (fairness, civil rights, human rights)
- 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.

- 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.
- 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.
- 6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8: Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.9: Relate advances in science and technology to environmental concerns, and to actions taken to address them
- 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.
- 6.1.4.C.12: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 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.
- 6.1.4.C.15: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.D.1: Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 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.
- 6.1.4.D.4: Explain how key events led to the creation of the United States and the state of New Jersey.
- 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.
- 6.1.4.D.7: Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8: Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.9: Explain the impact of the trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.10: Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.12: Explain how folklore and actions of famous historical and fictional characters from New Jersey and other regions of the US contributed to the American national heritage.
- 6.1.4.D.15: Explain how various cultural groups have dealt with conflict
- 6.1.4.D.16: Describe how stereotyping and prejudice can lead to conflict.
- RL.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on

specific details in the text (e.g., a character's thoughts, words, or actions).

- RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.
- RL.4.7: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9: Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10: By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.4.4: Read with sufficient accuracy and fluency to support comprehension.
- W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas)

and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

- L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Scope and Sequence

	<b>Unit Title</b>	<b>STEM or Humanities</b>	<b>Weeks</b>
	NJ Colonial Life/Government	Humanities	4 wks
	Weathering & Erosion Earth's Processes <i>(before introduce CER &amp; 5E Model)</i>	STEM	5.5 wks
	Lenape Life	Humanities	6 wks
	Structures & Functions	STEM	2 wks
	How Organisms Process Information	STEM	1 wk
	African American History	Humanities	6 wks
	Transfer of Energy	STEM	2 wks
	Force & Motion	STEM	2 wks
	Using Engineering Design with Force & Motion System	STEM	2 wks
	NJ & Road to Revolution	Humanities	5 wks
	Waves & Information	STEM	3 wks

## Assessments

Evaluation of student achievement in this course will be based on the following:

- Aligned to ELA expectations.
- NJ Day
- Flip Book Project
- RST
- Personal Narrative

## **Curriculum Resources**

*The Kid Who Ran For President*

[Google Maps](#)

[NJ Amistad Curriculum](#)

[Colonial Government.](#)

[A Brief History of the Colony of NJ](#)

[NJ Colonial Government](#)

[Colonial Life](#)

[Official site NJ State Legislature:](#)

[Three Branches of government](#)

[Rockbots](#)

[Discovery Ed: Three Branches](#)

[www.lenapeindians.com](http://www.lenapeindians.com)

[www.lenapelifeways.org](http://www.lenapelifeways.org)

[House of Dies Drear](#)

[List of African American Figures from History](#)

*The Kid Who Ran For President*

*Birchbark House*

*House of Dies Drear*

## **Home and School Connection**

The following are suggestions and/or resources that will help parents support their children:

- Engage in reading with your child
- Visit historical sites
- Museums - virtual and real