

**Randolph Township Schools
Elementary
Grade 4 Social Studies Curriculum**

*“I truly believe the only way we can create global peace is through not only educating our minds,
but our hearts and our souls.”*

–Malala Yousafzai

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**Randolph Township Schools
Elementary
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The fourth-grade social studies program is a study by region of the land and people of the United States. The New Jersey Student Learning Standards in Social Studies and goals established by the Randolph Township Board of Education will guide the course. Throughout this course, students will examine the five regions of the United States. Each region focuses on a central theme to deepen students' comprehension of the local culture, economy, and history. Students will have an opportunity to demonstrate their learning through written, oral, and visual tasks. The roles of women, immigrants, African-Americans, Native Americans, and the diverse racial, religious, and ethnic groups of America will be highlighted throughout this inclusive course of study. The core of this curriculum will be developed in compliance with New Jersey State Learning Standards for Social Studies and the New Jersey State mandate for Holocaust Education.

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Introduction to the Regions and People of the United States
5 weeks	II	The Government, People, and Industry of the Northeast
5 weeks	III	The History, People, and Culture of the Southeast
5 weeks	IV	The Exploration, Growth, and People of the West

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Unit I: Introduction to the Regions and People of the United States

TRANSFER: Use a variety of geographic representations to better understand our state, country and world; use knowledge of patterns in history to better understand the present and prepare for the future.		
<p>STANDARDS / GOALS:</p> <p>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</p> <p>6.1.8.CivicsPD.3: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: 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.</p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Maps are visual representations which can help a person draw conclusions about a geographical location.	<ul style="list-style-type: none"> • What stories do maps tell?
	Maps are a tool to analyze the cultural, economic, and physical environment of a region and how it affects the development and sustainability of the United States.	<ul style="list-style-type: none"> • How can maps serve as a tool to understand relationships between the United States' regions? • What do people gain from studying the land of a country?
	People from five different ethnic groups immigrated to the United States for unique reasons.	<ul style="list-style-type: none"> • How do the contributions from various ethnic groups help shape our culture and history?
Culture is a way of life for a group of people who share similar beliefs and customs.	<ul style="list-style-type: none"> • Why is it important to understand the perspectives of other cultures? 	

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Unit I: Introduction to the Regions and People of the United States

<p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to condition.</p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p>	<p><u>KNOWLEDGE</u> Students will know:</p> <p>Maps are geographic tools that provide data about location, weather, climate, landforms, and physical characteristics of a state, region, or country.</p> <p>Maps help us communicate information for different purposes and provide data to investigate cultural differences between regions.</p>	<p><u>SKILLS</u> Students will be able to:</p> <p>Identify the physical and human characteristics that differentiate the United States regions.</p> <p>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>Describe how landforms, climate and weather, and availability of resources impact where and how people live and work in different regions of the U.S.</p> <p>Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one place to another, to compare population in two or more locations.)</p>
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Unit I: Introduction to the Regions and People of the United States

<p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. •</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p>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.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what</p>	<p style="text-align: center;">People of various cultures contribute to the well-being of our community and country.</p>	<p>Demonstrate how to use geographic tools, maps and globes.</p> <p>Measure distances.</p> <p>Determine time-zones, and locations using latitude and longitude.</p> <p>Determine factors that impacted immigration, settlement patterns and regional identities of the U.S.</p> <p>Describe the process by which immigrants can become United States citizens.</p> <p>Compare and contrast the migratory experiences of different groups of people.</p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>
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Unit I: Introduction to the Regions and People of the United States

<p>happened and why, based on specific information in the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>	<p>VOCABULARY: scale, map key, lines of latitude, lines of longitude, global grid, special purpose maps, coastal plain, inland, plateau, basin, map legend, cardinal directions, compass rose, culture, diverse, the Americas, Native Americans, colony, Latinos, immigrant, European Americans, democracy, African Americans, Asian Americans</p>	<p>Explain how the interactions of people and events throughout history shape the world we experience today.</p> <p>Illustrate how the American identity has evolved over time.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a resource to teach younger students how to read and understand the key elements of maps (i.e. how-to-sheet, PowerPoint presentation, how-to-book, etc.). • Analyzing a map to draw conclusions about the economic, cultural, or physical environment. Using map observations to compose an informational paragraph about that map. • Comparing and contrasting various cultural subgroups, their settlement experiences, and contributions to the United States. • Composing a journal entry from the perspective of an immigrant describing their journey and contributions to the United States. • Constructing a family shield displaying contributions made by their ancestors 		

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Unit I: Introduction to the Regions and People of the United States

KEY LEARNING EVENTS AND INSTRUCTION:

- Explore various special maps (i.e., physical; population; elevation; rainfall) noting the key elements and purpose for each
- Identify the physical and human characteristics of each region of the U.S. to discover the uniqueness of each
- Use compass rose, map scale, map key, and latitude and longitude to determine specific locations
- Analyze the varying physical characteristics of our regions to determine their impact on how people live and work there
- Identify the five ethnic groups that first migrated to our nation and locate them on a map/globe
- Create a visual representation of contributions made by the diverse immigrant groups within the United States
- Compare and contrast the migratory experiences of each group to determine how and why they differed
- Determine why it is important to understand the perspectives of others and the ways we can do that (i.e., collaborating with others to learn more about them; listening and understanding different point-of-views; questioning and responding openly and kindly).
- Research to construct a timeline of immigration patterns into the United States beginning with Native Americans

SUGGESTED TIME ALLOTMENT

4-5 weeks

SUPPLEMENTAL UNIT RESOURCES

Social Studies Alive! Textbook (TCI)

www.teachtci.com

Chapter 3: The People of the United States pages 31- 47

- TCI Visuals
- TCI Interactive Notebook

Safari Montage (Use video chapters as needed)

[Comparing the Lives of Native Peoples](#)

Brainpop Videos

[Immigration](#)

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Unit I: Introduction to the Regions and People of the United States

	<p>American Indians</p> <p>Readworks.org</p> <p>Immigration</p> <p>Statue of Liberty – Immigration</p>
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Unit II: The Government, People, and Industry of the Northeast

TRANSFER: Participate as an active citizen in a democratic society.		
STANDARDS / GOALS: 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). 6.1.5.CivicsPI.3: 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. 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The geography and resources of the region, specifically its waterways and coast, played a crucial role in the settlement and development of the region.	<ul style="list-style-type: none"> • How does geographical location affect development and progress? • How did availability of resources impact the different groups of people living in the Northeast?
	Democracy has allowed America to remain a sustainable nation.	<ul style="list-style-type: none"> • How do different types of government affect the people who live under each system? • How have people changed how we participate in government over time? • How can individuals initiate change in their world?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

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<p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p> <p>6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p>6.1.5.CivicsPD.3: 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>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p>	<p>The geography of the Northeast region played an important role in exploration, settlement, and trade.</p>	<p>Apply map skills to locate the Northeast region, its states, the District of Columbia, and the major waterways located in the region.</p> <p>Describe how the migration and settlement patterns of Native American groups impacted the Northeast region.</p> <p>Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>Analyze how environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>Explain how the technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p>
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Unit II: The Government, People, and Industry of the Northeast

<p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p> <p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p> <p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p>6.1.5.GeoPP.2: 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.</p> <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and</p>	<p>As the population of the Northeast increased, people used human and natural features to meet their needs.</p>	<p>Compare different regions of New Jersey.</p> <p>Determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p>Examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans.</p> <p>Analyze how conflict changed the living conditions of the European colonists and Native Americans.</p> <p>Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p>
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<p>Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected</p>	<p>There are many different people who have impacted the way that our state and country are shaped and have contributed to the improvement of society.</p>	<p>Describe the ways that individuals can participate in government and make meaningful change in their community.</p> <p>Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>Investigate the lives of individuals from New Jersey with diverse experiences who have contributed to the improvement of society.</p> <p>Propose a solution to a local issue after considering evidence and the perspectives of different groups.</p> <p>Infer to describe how the influence of Native American groups is manifested in different regions of New Jersey.</p>
	<p>VOCABULARY: migration, climate, immigration, trade, environmental impact, human-environment interaction, development, natural resources,</p>	

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Unit II: The Government, People, and Industry of the Northeast

<p>social, economic, and political opportunities during the Colonial era.</p> <p>6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>	<p>colonization, rights, Declaration of Independence, United States Constitution, Bill of Rights, Mayflower Compact, Legislative Branch, Executive Branch, Judicial Branch, leadership, government, culture</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Hypothesizing how their lives would be different today if the early Northeast settlers had not used human and natural features to meet their needs (e.g., Journal entry).
- Debating the pros and cons of being part of democratic government versus a monarchy.

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Unit II: The Government, People, and Industry of the Northeast

- Developing a class/school/community campaign for a cause they are passionate about.
- Demonstrating past and present cultural impacts of Native Americans in the Northeast.

KEY LEARNING EVENTS AND INSTRUCTION:

- Use map skills to locate the Northeast region, its states, the District of Columbia, and the major waterways located in the region
- Explore the arrival and migratory patterns of the Native Americans and European settlers in the Americas
- Research and discuss the impacts that the European settlers’ exploration had on environment and culture
- Identify how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans
- Identify the rights that are guaranteed because the foundational documents in our government: freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process
- Compare and contrast how the rights of people have changed since the founding of the United States
- Craft an argument, supported with historical evidence, for how demographic factors affected social, economic, and political opportunities during the Colonial era
- Research on the early stages of a democratic society and how leadership has evolved
- Compare and contrast the function, roles, and responsibilities of the government and leaders at local, state, and national levels
- Make an action plan for analyzing rules and laws at the school and community level to determine if they meet their intended purpose
- Investigate important figures that have shaped the Northeast and American society
- Describe how the Lenni Lenape culture is manifested in different regions of New Jersey
- Participate in read alouds that discuss how various groups of people have experienced challenges in civics past and present and people who have made meaningful impacts in their community

SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources</u></p> <p>Social Studies Alive! Textbook (TCI)</p> <p>www.teachtci.com</p>

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Unit II: The Government, People, and Industry of the Northeast

Chapter 4: A Train Tour of the Northeast pages 49 – 69

Chapter 5: Population Density and Life in the Northeast pages 71 – 83.

- TCI Interactive Notebook
- TCI Lesson Masters
- Lowell, Massachusetts: Factory Life pages 64-69
- The Declaration of Independence: Creating a New Country page 274-276, 278
- The Importance of Leadership page 264
- Choosing Our Leaders page 265

Safari Montage (Use video chapters as needed)

[The Northeast](#)

Brainpop

[American Revolution](#)

[Declaration of Independence](#)

[Democracy](#)

[Native American Traditions](#)

[Columbian Exchange](#)

[Thanksgiving](#)

ReadWorks.org

[American Government: Mayflower Compact](#)

[American Government: Branches of Government](#)

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Unit II: The Government, People, and Industry of the Northeast

	<p><u>Colonization and Revolutionary War</u></p> <p>FreedomFlix <u>Our Democracy</u></p> <p>TrueFlix <u>U.S. Government</u> <u>The Northeast</u></p>
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Unit III: The History, People, and Culture of the Southeast

TRANSFER: Demonstrate how history, people and culture help us to play active roles as responsible citizens.		
<p>STANDARDS / GOALS:</p> <p>6.1.5.CivicsPD.3: 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>6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p> <p>6.1.5.CivicsDP.2: 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>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p>6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The Southeast region of our nation differs from other regions in both physical and human characteristics.	<ul style="list-style-type: none"> How do landforms, weather and climate, and availability of resources determine how and where people work and live?
	Culture is expressed through language, music, foods, arts, and religion.	<ul style="list-style-type: none"> How can you learn about a person’s culture, and how does culture teach us about people? What factors have shaped the culture of the Southeast?
	Throughout the history of the United States, people have had to fight for equality.	<ul style="list-style-type: none"> How have people's migratory experiences differed and what impact has that had on society? How and why did people fight for equality in the United States?
Historical events of the past contribute to the shaping of our world.	<ul style="list-style-type: none"> How do historical events contribute to the shaping of our 	

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<p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p>		<p>community, state, nation, and world?</p>
<p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p>	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
<p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: 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.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p>	<p>Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.</p>	<p>Describe how landforms, climate and weather, and availability of resources impact both people and regions of the United States.</p> <p>Compare and contrast urban, suburban and rural communities.</p> <p>Identify the factors that might attract people to live and work in a certain place.</p> <p>Determine the role that geography, natural resources, climate, transportation, technology, and the workforce play in economic opportunities.</p>

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<p>happened and why, based on specific information in the text.</p> <p>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.</p> <p>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.</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p style="text-align: center;">Language, music and food were significant factors that impacted Southern culture.</p>	<p>Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address those actions.</p> <p>Examine the ways different types of music are used to communicate emotions about historical events and ways of life.</p> <p>Explain how the interactions of different groups of people can have an impact on a place.</p> <p>Investigate how the American identity has evolved over time.</p>
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	<p>VOCABULARY: swamp, savannah, hurricane, mineral, strip mine, delta, bayou, petroleum, plantation, segregation, abstract, discrimination, Cajun, slavery, equality</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Illustrating a billboard to advertise Southeastern culture and its people.
- Distinguishing between four Southeastern musical styles (Jazz, Blues, Bluegrass, Cajun) and linking to specific cultures, subgroups or historical events.
- Reacting to an unfair issue, personal or global, and justifying their belief through a creation of song lyrics, poetry or art.

KEY LEARNING EVENTS AND INSTRUCTION:

- Survey the region’s geographic location using maps
- Identify the landforms, climate and weather, and availability of resources unique to the Southeast
- Determine the physical and human characteristics of the Southeast and the impact of its geographical location
- Compare and contrast urban, suburban and rural communities and explain the significance of each
- Demonstrate ways geography, climate, transportation, weather, and jobs determine economic opportunities
- Compare and contrast the voluntary and involuntary migration of different groups of people to the Southeast
- Describe the migration experiences, settlement patterns of the Southeast, and their impact
- Investigate the significance of tobacco and cotton in the Southeast and determine its connection to slavery
- Create a timeline or any graphic organizer to show the sequence of important events that led to the Civil Rights Movement
- Identify and role play behaviors/actions that promote collaboration and problem solving with others who have different perspectives
- Explore and identify the ways differences of opinion can help to improve society
- Research the history of music in the Southeast and its impact on the people and cultural environment
- Using listening stations, analyze the rhythm of musical genres of the southeast to interpret the emotional expressions of each

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- Describe the history, people and culture of the Southeast, and their impact on our country

SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources</u></p> <p>Social Studies Alive! Textbook (TCI) www.teachtci.com</p> <p>Chapter 6: A Boat and Bus Tour of the Southeast pages 85- 101 Chapter 7: The Effects of Geography on Life in the Southeast pages 103-115</p> <ul style="list-style-type: none"> • TCI Lesson Masters • TCI Interactive Notebook • I Have a Dream page 285 <p>Safari Montage (Use video chapters as needed) The Southeast</p> <p>Brainpop Hurricanes Slavery Abraham Lincoln The Civil War The Civil Rights</p>

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	<p>Martin Luther King, Jr. Brown vs. Board of Education Readworks.org Hurricanes US Presidents Abraham Lincoln Struggle for Equality</p> <p>FreedomFlix Slavery and the Civil War</p> <p>TrueFlix The Southeast The Civil War</p>
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TRANSFER: Critically analyze community identity and collaborate to contribute within their own community.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.5.CivicsPD.3: 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>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: 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.</p> <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p>	<p>The development of technology and transportation of goods and people impacted the economic and industrial development of the United States.</p>	<ul style="list-style-type: none"> • How does food get from the farm to our tables? • How has technology changed the way people acquire resources? • How does location play an integral role in growth of industry and transportation?
	<p>Exploration and expansion of territories can lead to cooperation and conflict.</p>	<ul style="list-style-type: none"> • How are adaptation and expansion linked to one another? • How can expansion lead to conflict?
	<p>American identity means different things to different people.</p>	<ul style="list-style-type: none"> • How does United States history contribute to American identity? • Why do people celebrate their American identity in different ways?

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<p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States, and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>6.1.5.GeoGL.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGL.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p><u>KNOWLEDGE</u> Students will know:</p> <p>The geography of the western part of the United States played an important role in exploration, settlement, and trade.</p>	<p><u>SKILLS</u> Students will be able to:</p> <p>Apply map skills to locate the states in the west of the United States, its regions, and the major landmarks located in the region.</p> <p>Describe how the migration and settlement patterns of Native American groups impacted the western part of the United States.</p> <p>Examine multiple accounts of early settler exploration of the west, including major routes, environmental challenges, and reasons for exploration.</p> <p>Synthesize the impact the exploration had.</p> <p>Analyze how environmental characteristics and challenges affect the distribution and movement of people, goods, and ideas.</p>
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<p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconEM.4: 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>6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</p> <p>6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>	<p>Many conflicts between settlers and Native Americans came as a result of further expansion of United States territories (e.g., Trail of Tears, displacement from Oklahoma Land Rush and Westward expansion).</p>	<p>Summarize the journey of the pioneers and the conflicts that arose from their settlement.</p> <p>Critique the effects of the Oklahoma Land Rush from different points of view.</p> <p>Examine how current Native Americans live all over the United States in different types of communities.</p> <p>Explain how the technological advances have changed the environment in the western part of the United States.</p> <p>Use technology to collaborate with others to examine climate change and propose possible solutions.</p> <p>Develop an action plan that addresses issues related to climate change.</p> <p>Analyze the impacts of the Transcontinental Railroad and Hoover</p>
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<p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world</p> <p>6.1.5.EconGE.2: 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.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>	<p style="text-align: center;">American identity is something that is constantly changing and impacted by the environment, history, relationships with others.</p>	<p>Dam and the experiences of those who designed and built it.</p> <p>Correlate population growth in the west to key technological advances (cooling systems, water supplies, transportation methods, communication systems).</p> <p>Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>Construct an argument for the importance of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>Investigate an economic or global issue (such as climate change), past or present, that impacts children.</p> <p>Propose a solution to an economic or global issue that impacts children.</p>
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<p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members</p> <p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p> <p>6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <p>6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p> <p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what</p>	<p>VOCABULARY: adapt, conflict, reservation, expansion, prairie, frontier, fertile soil, industry, transportation hub, agriculture, renewable resources, tornado, drought, desert, irrigation, dam, economy, manufactured, American identity, monument, symbol, technology, Transcontinental Railroad, population, Trail of Tears, Oklahoma Land Rush, Hoover Dam, climate change</p>	
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<p>happened and why, based on specific information in the text.</p> <p>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.</p> <p>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.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>		
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<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Engaging in debates to defend or oppose points of view (e.g., Mount Rushmore as important to American Identity vs Black Hills as sacred Lakota Sioux land). • Analyzing the effects of technological advancements in today’s world (e.g., cooling systems, water supplies, transportation methods, communication systems). • Comparing and contrasting states within the western part of the United States to depict its diversity. • Develop an action plan that addresses issues related to climate change and share with school and/or community members. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Use map skills to locate the states in the west of the United States, its regions, and the major landmarks located in the region • Discuss multiple accounts of early settler exploration of the west, including major routes, environmental challenges, and reasons for exploration • Synthesize the impact the exploration had on the Native Americans in the west • Research the effects of the Oklahoma Land Rush from different points of view • Compare and contrast the experiences of different groups of people during westward expansion
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- Explain how the technological advances in energy, transportation and communication have changed the environment in the western part of the United States
- Synthesize the impact of technological advances had on the settlement and population growth of the west
- Rank a technological advancement/invention (e.g., Hoover Dam and Transcontinental Railroad) and describe its effects on expansion in the western part of the United States
- Investigate the long-term impacts of technological advances and population growth in the west on the environment
- Research the impacts that humans have had on climate change
- Create an action plan that addresses issues related to climate change
- Investigate how the economy impacts children in the past and present
- Propose a solution to an economic issue that impacts children
- Research important symbols and monuments in the west that impact American identity
- Investigate how current Native Americans live all over the United States in different types of communities

SUGGESTED TIME ALLOTMENT	5 weeks
SUPPLEMENTAL UNIT RESOURCES	<p><u>Suggested Resources</u></p> <p>Social Studies Alive! Textbook (TCI) www.teachtci.com Chapter 9: Agricultural Changes in the Midwest pages 135-145 Chapter 11: A Case Study in Water Use: The Colorado River pages 169 -183 Chapter 12: A Van and Airplane Tour of the West pages 185-201</p> <ul style="list-style-type: none"> • TCI Lesson Masters • TCI Interactive Notebook • TCI Visuals • Corn: Key Crop of the Midwest pages 146-149

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Safari Montage (Use video chapters as needed)

[The Midwest](#)

[From Farm to Table](#)

[Man-Made Monuments and Memorials of the United States](#)

[Michigan](#)

[The Southwest](#)

[Native Peoples of the Southwest](#)

[Dams](#)

[The West](#)

[Westward Expansion in the U.S.](#)

[Yellowstone In Depth: Yellowstone's Restless Giant](#)

[Inside Yellowstone: How Does a Geyser Work?](#)

Other Online Resources

[Carlsbad Caverns Tour](#)

[Hoover Dam Highlights](#)

Readworks.org

[Westward Expansion- Story of the Alamo](#)

[Native Americans- Navajos](#)

[Return of the Bear](#)

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[Westward Expansion Timeline](#)
[Massive Monument: The Crazy Horse Memorial](#)

Brainpop

[Agricultural Revolution](#)
[Industrial Revolution](#)
[Assembly Line](#)
[Westward Expansion](#)
[The Gold Rush](#)
[Trail of Tears](#)
[Wounded Knee Massacre](#)
[Climate Change](#)
[Droughts](#)

FreedomFlix

[The Industrial Revolution](#)
[Westward Expansion](#)
[U.S. Infrastructure](#)
[The United States and Mexico](#)
[Trail of Tears](#)
[The Oregon Trail](#)
[Environmental Protection](#)
[The Great Depression](#)

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	<p>The Great Recession</p> <p>TrueFlix</p> <p>The Midwest</p> <p>Westward Expansion</p> <p>American Indians</p> <p>The Southwest</p> <p>Farm to Table</p> <p>U.S. Landforms</p> <p>The West</p> <p>Alternative Energy</p> <p>Other</p> <p>National Park Service</p>
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