Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Introduction:

Students in Fourth Grade will complete 9 Units in Social Studies. All units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: August 16 , 2022

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	**Content Area: Social Studies**

Created By: J. Oldham
Revised On:
Revised By:

Recommended Pacing Guide	
Ujit 1: Geography of the United States	18 Days
Unit 2: Americans and Their History	21 Days
Unit 3: Government in the United States	17 Days
Unit 4: The Nation's Economy	19 Days
Unit 5: Regions: The Northeast	22 Days
Unit 6: Regions: The Southeast	22 Days
Unit 7: Regions: The Midwest	19 Days
Unit 8: Regions: The Southwest	21 Days
Unite 9: Regions: The West	21 Days

Unit 1: Geography of the United States	**Duration: 20 Days**

Student Objectives/Learning Standards

The student will:

- Locate and describe landforms and bodies of water in the United States.
- Differentiate between the regions of the United States and identify some of their characteristics.
- Explain how natural features sometimes provide the basis for state and national boundaries.
- Identify that regions are based on many different features.
- Define climate and distinguish it from weather.
- Identify factors that contribute to climate, such as wnd, temperature and precipitation.
- Explain the climate differences in the five regions of the United States.
- Identify the natural resources in the United States.
- Analyze and classify natural resources, capital resources and human resources.
- Explain ways people conserve resources.
- Evaluate how the environment impacts how and where people live.
- Analyze how people adapt to the environment.
- Analyze the way technology has both harmed and improved the environment.

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New Jersey Student Learning Supporting Standards:

- 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.
- 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.
- 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).
- 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.
- 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.
- 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).
- 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 conditions.
- 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.
- 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).
- 6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Primary Interdisciplinary Connections:

- https://www.nj.gov/education

ELA:

- 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.
- 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
- 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

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themes; speak clearly at an understandable pace.
Computer Science & Design Thinking: ● 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. ● 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. ● 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have. ● 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
Career Readiness, Life Literacies, & Key Skills: ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Evidence of Student Learning	
●	●
	●

Knowledge & Skills	
Enduring Understandings: ● Landforms and bodies of water influence how people live.	**Essential Question:** ● How does geography affect the way we live?

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● Climate is the average temperature and rainfall in a place. ● People change the environment and use its resources to help them live.	

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- QUEST Kick-Off
- QUEST Connections
- QUEST Findings
- RAP About it!

Suggested Amistad Resources:
- 28 Days: Moments in Black History that Changed the World by Charles Smith
- All Different Now: Juneteenth: The First Day of Freedom by Angela Johnson
- Bill Pickett: Rodeo-Ridin Cowboy by Andrea Davis Pinkney
- Brown Angels: An Album of Pictures and Verse by Walter Dean Myers
- Drylongso by Virginia Hamilton
- Facing Frederick: The Life of Frederick Douglass, a Monumental American Man by Tonya Bolden
- Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger
- Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling

Varied Levels of Text:
- Below level: *Our Weather*
- On level: *Weather*
- Advanced: *How Weather Works*

Suggested Reading:
- *Great Map: The World's Masterpieces Explored and Explained*by Jerry Brotton
- *Ken Jennings' Junior Genius Guides: Maps and Geography* by Ken Jenings

Suggested Holocaust Resources:
- Lonek's Journey: The True Story of a Boy's Escape to Freedom by Dorit Bader Whiteman
- Witness by Karen Hesse
- The Number on My Grandfather's Arm by David Alder
- The Boy Who Dared by Susan Campbell Bartoletti
- Anne Frank and the Remembering Tree by Sandy Eisenberg Sasso
- The Journey that Saved Curious George by Louise Borden
- Jacob's Rescue: A Holocaust Story by Malka Drucker

Accommodations/Modifications

- **English Language Learners:**
- Provide clear and specific directions
  Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time

- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

- **Economically Disadvantaged**:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income

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students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

- **Culturally Diverse:**
- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
- may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

- **Gifted and Talented:**
- Ask students higher level questions that require students to look into causes,experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 2: Americans and their History	**Duration: 20 Days**
Student Objectives/Learning Standards	

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Evidence of Student Learning	
Formative Tasks: ● Teacher observation ● Exit cards ● Warm-up Responses ● Student Edition Reading Checks ● Student Edition Lesson Checks	**Alternate Assessments:** ● Portfolio Assessment Piece ● TikaTok online
Summative Assessments: ● ChapterTest (online or in print) ● QUEST Connection ● QUEST Findings ● QUEST Project Based Learning	**Benchmark Assessments:** ● Entry-Level Assessments: Social Studies Skills Pre-Test ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO
Knowledge & Skills	
Enduring Understandings: ● American Indians lived in North America before Euopeans colonized the continent. ● Great Britain and Spain colonized what would later become the United States. ● The colonies fought for their independence and formed the United States of America. ● The United States grew and its economy industrialized. ● The united States fought a costly Civil War that ended slavery. ● New inventions, immigration and an economic depression changed the United States in the early twentieth century. ● Civil rights, war and terrorism have affected the United States since World Wa rII.	**Essential Question:** ● How have we changed and how have we stayed the same during our history?
Core Instructional & Supplemental Materials	

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Suggested Activities/Resources:

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- Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger
- Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling

Varied Levels of Text:

- Below level: *The Story of the Pilgrims*
- On level: *All Aboard the Mayflower*
- Advanced: *The Story of the Mayflower*

Suggested Reading:

- *28 Days: Moments in Black History that Changed the World,* byCharles R.Smith, Jr.
- *WomenWho Broke the Rules: Dolly MadisonI* by Kathleen Krull
- *Because They Marched: The People's Campaign for Voting Rights that Changed America* by Russell Freedman
- *Industrial Revolution for Kids: The People and Technology That Changed the World* by Cheryl Mullenbach.

Suggested Holocaust Resources:

- Lonek's Journey: The True Story of a Boy's Escape to Freedom by Dorit Bader Whiteman
- Witness by Karen Hesse
- The Number on My Grandfather's Arm by David Alder
- The Boy Who Dared by Susan Campbell Bartoletti
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Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with

peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
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- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
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Students at Risk of Failure:
- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy

- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
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- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
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Gifted and Talented:

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Unit 3: Government in the United States	Duration: 20 Days

Student Objectives/Learning Standards

The student will:

- Demonstrate that government and laws are necessary to our nation.
- Demonstrate that the government provides goods and services.
- Identify the documents that established our government.
- Identify ideas and principles from the Declaration of Independence and the U.S. Constitution.
- Understand the importance of the Declaration of Independence and the Preamble and the Bill of Rights of the Constitution.
- Understand the functions and responsibilities of the legislative, executive and judicial branches of the federal government.
- Identify and understand the differences between the national, state and local levels of government.
- Identify the process for how a bill becomes a law.
- Identify important rights of citizens in the United States.
- Analyze and understand national and state symbols and holidays that commemorate people, events and ideals of our government.
- Identify how citizens participate in their government and community by fulfilling their responsibilities and exercising their rights.
- Demonstrate how constitutional amendments have changed our nation.

New Jersey Student Learning Supporting Standards:

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- 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 conditions.

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- 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.
- 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).
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Career Readiness, Life Literacies, & Key Skills:

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- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
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- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

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- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Evidence of Student Learning

Formative Tasks: ● Teacher observation ● Exit cards ● Warm-up Responses ● Student Edition Reading Checks ● Student Edition Lesson Checks	**Alternate Assessments:** ● Portfolio Assessment Piece ● TikaTok online
Summative Assessments: ● ChapterTest (online or in print) ● QUEST Connection ● QUEST Findings ● QUEST Project Based Learning	**Benchmark Assessments:** ● Entry-Level Assessments: Social Studies Skills Pre-Test ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO

Knowledge & Skills

Enduring Understandings: ● The United States government is a democracy. ● Governments make laws and supply services. ● In a democracy, citizens are responsible for how their governments work. ● Governments have different structures. ● Constitutions tell how governments work. ● Governments have different powers.	**Essential Question:** ● What is special about American government?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	**Varied Levels of Text:**

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- QUEST Kick-Off
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Suggested Amistad Resources:

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- Bill Pickett: Rodeo-Ridin Cowboy by Andrea Davis Pinkney
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- Drylongso by Virginia Hamilton
- Facing Frederick: The Life of Frederick Douglass, a Monumental American Man by Tonya Bolden
- Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger
- Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling

- Below level: *We Are merica*
- On level: *Being American*
- Advanced: *Our America*

Suggested Reading:

- *Can We Help? Kids Volunteering to Help Their Communities* by George Ancona
- *Dreams of Freedom: In Wordsand Pictures* by Amnesty International
- *Gingerbread for Liberty: How a German Baker Helped Win the American Revolution* by Mara Rockliff

Suggested Holocaust Resources:

- Lonek's Journey: The True Story of a Boy's Escape to Freedom by Dorit Bader Whiteman
- Witness by Karen Hesse
- The Number on My Grandfather's Arm by David Alder
- The Boy Who Dared by Susan Campbell Bartoletti
- Anne Frank and the Remembering Tree by Sandy Eisenberg Sasso
- The Journey that Saved Curious George by Louise Borden
- Jacob's Rescue: A Holocaust Story by Malka Drucker

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
  Implement pre-reading strategies such as picture walks or topic discussions

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes,experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Unit 4: The Nation's Economy	Duration: 20 Days

Student Objectives/Learning Standards

The student will:

- Demonstrate an understanding of needs and wants.
- Demonstrate an understanding of the basics of our economic system, including the role of producers, consumers and products.
- Understand the basic questions that all economic systems must answer.
- Differentiate between free enterprise systems and other economic systems.
- Understand and identify the government's role and services as well as laws and rules to protect the U.S. economy.
- Understand the difference between bartering and use of money.
- Understand and demonstrate how inflation affects prices.
- Understand and demonstrate how businesses provide goods and services to the public to make a profit.
- Explain why entrepreneurs are willing to take risks to start a new business.
- Identify the factors of supply and demand in a market economy.
- Understand and demonstrate that individuals and families make economic decisions daily.
- Understand scarcity and its impact on consumers.
- Demonstrate an understanding of opportunity cost and how it shapes economic choices.
- Identify and classify economic incentives in our economy.
- Explain the role of banks and savings in the lives of individuals, families, communities and businesses.
- Understand the connection between work, income, skills and families' lives.
- Demonstrate how technology has led to an increase in global trade.
- Identify examples of globalization and how it has led to interdependence between countries.
- Understand the difference between imports and exports.
- Demonstrate an understanding of specialization and the division of labor and how they lead to higher quality and an increase in productivity.
- Describe the effects of globalization in today's world.

New Jersey Student Learning Supporting Standards:

- 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.
- 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.
- 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).
- 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.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

- 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.
- 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).
- 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 conditions.
- 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.
- 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).
- 6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Primary Interdisciplinary Connections:

- https://www.nj.gov/education

ELA:

- 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.
- 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
- 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.

Computer Science & Design Thinking:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Career Readiness, Life Literacies, & Key Skills:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	**Content Area: Social Studies**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Evidence of Student Learning

Formative Tasks:
- Teacher observation
- Exit cards
- Warm-up Responses
- Student Edition Reading Checks
- Student Edition Lesson Checks

Alternate Assessments:
- Portfolio Assessment Piece
- TikaTok online

Summative Assessments:
- ChapterTest (online or in print)
- QUEST Connection
- QUEST Findings
- QUEST Project Based Learning

Benchmark Assessments:
- Entry-Level Assessments: Social Studies Skills Pre-Test
- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:
- An economy uses resources, people and machines to produce goods and services.
- Economics are made up of producers and consumers.

Essential Question:
- How does the economy meet our needs and wants?

Grade: 4th Grade	**Content Area: Social Studies**

● The price for goods and services depends on supply and demand. ● Businesses work to earn income and profit. ● Nations trade with each other and specialize in producing different goods and services.	
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● QUEST Kick-Off ● QUEST Connections ● QUEST Findings ● RAP About it! **Suggested Amistad Resources**: ● 28 Days: Moments in Black History that Changed the World by Charles Smith ● All Different Now: Juneteenth: The First Day of Freedom by Angela Johnson ● Bill Pickett: Rodeo-Ridin Cowboy by Andrea Davis Pinkney ● Brown Angels: An Album of Pictures and Verse by Walter Dean Myers ● Drylongso by Virginia Hamilton ● Facing Frederick: The Life of Frederick Douglass, a Monumental American Man by Tonya Bolden ● Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger ● Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling	**Varied Levels of Text:** ● Below level: *Our Economy* ● On level: *The Nation's Economy* ● Advanced: The Global Economy **Suggested Reading:** ● *Great Map: The World's Masterpieces Explored and Explained*by Jerry Brotton ● *Ken Jennings' Junior Genius Guides: Maps and Geography* by Ken Jenings **Suggested Holocaust Resources**: ● *Homer Price* by Robert McCloskey ● *Sam and the Lucky Money* by Karen Chinn ● *A New Coat for Anna* by Harriet Ziefert ● *Erandi's Braids* by AntonioHernandez Madrigal

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
  Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes,experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Unit 5: Regions: The Northeast	Duration: 20 Days

Student Objectives/Learning Standards

The student will:

- Identify the physical characteristics of the Northeast region.
- Describe the differences between coastal and mountain areas of the region.
- Interpret a physical map of the Northeast.
- Describe the bodies of water in the Northeast.
- Describe natural resources that are plentiful in the Northeast region of the United States.
- Identify agricultural products of the Northeast.
- Interpret a map of natural resources.
- Explain some of the features that contribute to tourism in the Northeast.
- Analyze the way of life of American indians and their interactions with early settlers'
- Describe the roles the colonies of the Northeast played in the American Revolution.
- Explain how abolitionists and advocates for women's rights influenced the country.
- Describe the different waves of immigration.
- Describe the impact of imigration on the United States and the Northeast region.
- Describe the causes and effects of the reform movement.
- Explain the factors that contributed to the growth of cities in the Northeast.
- Analyze the differences between urban and rural lifestyles in the Northeast.
- Describe how cities have changed over time.

New Jersey Student Learning Supporting Standards:

- 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.
- 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.
- 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).
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- 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.
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- 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 conditions.

Grade: 4th Grade	**Content Area: Social Studies**

- 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.
- 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).
- 6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Primary Interdisciplinary Connections:

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ELA:

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
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- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	**Content Area: Social Studies**

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
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Benchmark Assessments:
- Entry-Level Assessments: Social Studies Skills Pre-Test
- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:
- The Northeast has unique landforms, bodies of water, resources and weather.
- The Northeast has played an important role in the early history of the United States.
- Immigrants helped shape the culture and economy of the Northeast and were instrumental in its growth.
- The Northeast has many urban areas and centers of commerce.

Essential Question:
- How does where we live affect who we are?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Varied Levels of Text:

Grade: 4th Grade	**Content Area: Social Studies**

- QUEST Kick-Off
- QUEST Connections
- QUEST Findings
- RAP About it!

Suggested Amistad Resources:

- 28 Days: Moments in Black History that Changed the World by Charles Smith
- All Different Now: Juneteenth: The First Day of Freedom by Angela Johnson
- Bill Pickett: Rodeo-Ridin Cowboy by Andrea Davis Pinkney
- Brown Angels: An Album of Pictures and Verse by Walter Dean Myers
- Drylongso by Virginia Hamilton
- Facing Frederick: The Life of Frederick Douglass, a Monumental American Man by Tonya Bolden
- Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger
- Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling

- Below level: *What's It Like in the Northeast?*
- On level: *Life in the Northeast*
- Advanced: *Exploring the Northeast*

Suggested Reading:

- *The Boy Who Fell Off theMayflower or John Howland's Good Fortune* by P.J. Lynch
- *Friends for Freedom: The Story of Susan B Anthony and Frederick Douglass* by Suzanne Shade
- *Becoming Ben Franklin: How a Candlemaker's Son Helped Light the Flame of Liberty* by Russell Freedman
- *Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909* by Michelle Markel

Suggested Holocaust Resources:

- Lonek's Journey: The True Story of a Boy's Escape to Freedom by Dorit Bader Whiteman
- Witness by Karen Hesse
- The Number on My Grandfather's Arm by David Alder
- The Boy Who Dared by Susan Campbell Bartoletti
- Anne Frank and the Remembering Tree by Sandy Eisenberg Sasso
- The Journey that Saved Curious George by Louise Borden
- Jacob's Rescue: A Holocaust Story by Malka Drucker

Accommodations/Modifications

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- Provide extended time
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- pronunciation of unknown words

- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
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- Utilize translation technology when appropriate.

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- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.

- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials

● Providing needed academic resources (paper, pencils, computer time)
● Helping students to set goals and build goal-setting skills
● Place more importance on attitude, effort, and strategy
● Provide technology tools for the home.

Culturally Diverse:
● Involve families in student learning
● Respect cultural traditions
● Provided students with necessary academic resources and materials
● Allow for alternative assignments
● Provide visuals
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● Collaborate with language professionals and ESL teachers
● Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
● Establish a positive connection with parent
● Utilize closed captioning when available
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● Display a word wall with current academic vocabulary in each subject
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● Create a nurturing environment with structured routines

Gifted and Talented:
● Ask students higher level questions that require students to look into causes,experiences, and facts to draw a conclusion or make connections to other areas of learning.
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● Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
● Supply reading materials on a wide variety of subjects and levels.
● Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
● Allow students to work on independent projects or other unfinished work when they finish an assignment early.
● Teach research skills for accessing information; higher level thinking skills for processing it.
● Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Unit 6: Regions: The Southeast	Duration: 20 Days

Student Objective/Learning Standards

The student will:

- Identify, locate and describe the major landmarks of the Southeast.
- Identify, locate and describe the major rivers and bodies of water in the Southeast.
- Discuss how the different lends in the Southeast support different kinds of plants and animals.
- Discuss the weather and climate of the Southeast.
- Understand how major storms form and how they affect the Southeast.
- Summarize the ways people in the Southeast change their environment in order to prepare for extreme weather events as well as handle their effects.
- Identify and describe the major resources of the Southeast and the locations where they are found.
- Describe how the resources of the Southeast have shaped the lives of the region's people.
- Summarize how the region's people interact with and change their environment in order to obtain resources.
- Identify different groups that have settled in the Southeast during its history and summarize their interactions.
- Summarize the role played by people of the Southeast in the formation of the United States and in the nation's early history.
- Discuss the role people of the Southeast had in trans-Appalachian expansion and in the settling of states across the country.
- Identify and summarize the achievements of key figures in the history of the Southeast.
- Identify major cultural achievements of the Southeast.
- Describe the widespread influence of the culture of the Southeast throughout the resst of the country and the world.
- Summarize the social and economic changes that the Southeast has experienced since the Civil War.
- Identify and describe some major cities of the Southeast.

New Jersey Student Learning Supporting Standards:

- 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.
- 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.
- 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).
- 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.

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Grade: 4th Grade	Content Area: Social Studies

- 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.
- 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).
- 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 conditions.
- 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.
- 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).
- 6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Primary Interdisciplinary Connections:

- https://www.nj.gov/education

ELA:

- 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.
- 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
- 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.

Computer Science & Design Thinking:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Career Readiness, Life Literacies, & Key Skills:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	**Content Area: Social Studies**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Evidence of Student Learning

Formative Tasks: ● Teacher observation ● Exit cards ● Warm-up Responses ● Student Edition Reading Checks ● Student Edition Lesson Checks	**Alternate Assessments:** ● Portfolio Assessment Piece ● TikaTok online
Summative Assessments: ● ChapterTest (online or in print) ● QUEST Connection ● QUEST Findings ● QUEST Project Based Learning	**Benchmark Assessments:** ● Entry-Level Assessments: Social Studies Skills Pre-Test ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO

Knowledge & Skills

Enduring Understandings: ● The Southeast has unique landforms, bodies of water, resources and wildlife. ● People Of the Southeast adapt to the region's unique climate, including its extreme weather.	**Essential Question:** ● How does where we live affect who we are?

Grade: 4th Grade	**Content Area: Social Studies**

● The Southeast played an important role in the founding and growth of the United States. ● The Southeast has undergone many social and economic changes since the Civil War.	
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● QUEST Kick-Off ● QUEST Connections ● QUEST Findings ● RAP About it! **Suggested Amistad Resources**: ● 28 Days: Moments in Black History that Changed the World by Charles Smith ● All Different Now: Juneteenth: The First Day of Freedom by Angela Johnson ● Bill Pickett: Rodeo-Ridin Cowboy by Andrea Davis Pinkney ● Brown Angels: An Album of Pictures and Verse by Walter Dean Myers ● Drylongso by Virginia Hamilton ● Facing Frederick: The Life of Frederick Douglass, a Monumental American Man by Tonya Bolden ● Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger ● Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling	**Varied Levels of Text:** ● Below level: *What's It Like in the Southeast?* ● On level: *Life in the Southeast* ● Advanced: *Exploring the Southeast* **Suggested Reading:** ● *Draw What You See: The Life and Art of Benny Andrews* by Kathleen Benson ● *Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans* by Phil Bildner ● *Nathan Hale's Hazardous Tales: The Underground Abductor* by Nathan Hale ● *Trombone Shorty by Troy Andrews* ● *Voice of Freedom: Fannie Lou Hamer: Spirit of the Civil Rights Movement* by Carole Boston Weatherford **Suggested Holocaust Resources**: ● Lonek's Journey: The True Story of a Boy's Escape to Freedom by Dorit Bader Whiteman ● Witness by Karen Hesse ● The Number on My Grandfather's Arm by David Alder ● The Boy Who Dared by Susan Campbell Bartoletti ● Anne Frank and the Remembering Tree by Sandy Eisenberg Sasso ● The Journey that Saved Curious George by Louise Borden ● Jacob's Rescue: A Holocaust Story by Malka Drucker

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the
- pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.

- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor

● Frequently check for understanding
● Check in with students on progress during projects or long assignments
● Utilize centers to address areas of need.

Economically Disadvantaged:
● Provide clear, achievable expectations, do not lower academic requirements for them.
● Build a safe and nurturing atmosphere
● Phone/Zoom conferences as an alternative.
● Provide access to computers, magazines, newspapers, and books so low-income
● students can see and work with printed materials
● Providing needed academic resources (paper, pencils, computer time)
● Helping students to set goals and build goal-setting skills
● Place more importance on attitude, effort, and strategy
● Provide technology tools for the home.

Culturally Diverse:
● Involve families in student learning
● Respect cultural traditions
● Provided students with necessary academic resources and materials
● Allow for alternative assignments
● Provide visuals
● Assign peer tutor
● Collaborate with language professionals and ESL teachers
● Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
● Establish a positive connection with parent
● Utilize closed captioning when available
● Provide road maps or outlines for difficult concepts
● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
● Display a word wall with current academic vocabulary in each subject
● Speak clearly and slowly, avoid slang and idiomatic expressions
● Create a nurturing environment with structured routines

Gifted and Talented:
● Ask students higher level questions that require students to look into causes,experiences, and facts to draw a conclusion or make connections to other areas of learning.
● Encourage students to explore concepts in depth and encourage independent studies or investigations.
● Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
● Supply reading materials on a wide variety of subjects and levels.
● Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
● Allow students to work on independent projects or other unfinished work when they finish an assignment early.

Grade: 4th Grade	**Content Area: Social Studies**

- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 7: Regions: The Midwest	**Duration: 20 Days**

Student Objectives/Learning Standards

The student will:

- Describe landforms of theMidwest..
- Identify and discuss the major rivers and bodies of waters in the Midwest.
- Describe the weather and climate of the Midwest and identify the sources of the region's climate patterns.
- Describe the plant and animal life of the Midwest.
- Discuss how the Midwest's land and climate make it one of the world's most productive agriculture areas.
- Summarize how factors such as soi type and climate create areas in the Midwest in which different crops thrive.
- Identify non-agricultural natural resources in the Midwest.
- Discuss how the region's people interact with and change their environment in order to obtain resources.
- Identify American Indian groups that have lived in the Midwest.
- Discuss the role of the fur trade in the early history of the Midwest.
- Summarize the history of settlement in the Midwest, including immigration within the United States, immigration from other countries, and the displacement of American Indians.
- Discuss how the development of industry in the Midwest led to increased migration to the region.
- Summarize the history and growth of Chicago and other major cities of the Midwest.
- Discuss the importance of trade in the history of the growth of the Midwest.
- Discuss the history of transportation in the Midwest and summarize the way it linked the Midwest to other regions and led to economic growth.
- Identify contemporary economic trends in the Midwest.
- Summarize the cultural attractions that the Midwest offers tourists and its residents.

New Jersey Student Learning Supporting Standards:

- 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.
- 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.
- 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).

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Grade: 4th Grade	Content Area: Social Studies

- 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.
- 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.
- 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).
- 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 conditions.
- 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.
- 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).
- 6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Primary Interdisciplinary Connections:

- https://www.nj.gov/education

ELA:

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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Computer Science & Design Thinking:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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Grade: 4th Grade	**Content Area: Social Studies**

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Evidence of Student Learning

Formative Tasks:	**Alternate Assessments:**
● Teacher observation ● Exit cards ● Warm-up Responses ● Student Edition Reading Checks ● Student Edition Lesson Checks	● Portfolio Assessment Piece ● TikaTok online
Summative Assessments: ● ChapterTest (online or in print) ● QUEST Connection ● QUEST Findings ● QUEST Project Based Learning	**Benchmark Assessments:** ● Entry-Level Assessments: Social Studies Skills Pre-Test ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO

Knowledge & Skills

Enduring Understandings:	**Essential Question:**
● The climate, landforms, bodies of water and resources of the Midwest are unique. ● The Midwest became a transportation center of the United States.	● How Does where we live affect who we are?

Grade: 4th Grade	**Content Area: Social Studies**

● The farmland and other resources of the Midwest attracted settlers, which also led to the growth of cities and factories.	

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- QUEST Kick-Off
- QUEST Connections
- QUEST Findings
- RAP About it!

Suggested Amistad Resources:
- 28 Days: Moments in Black History that Changed the World by Charles Smith
- All Different Now: Juneteenth: The First Day of Freedom by Angela Johnson
- Bill Pickett: Rodeo-Ridin Cowboy by Andrea Davis Pinkney
- Brown Angels: An Album of Pictures and Verse by Walter Dean Myers
- Drylongso by Virginia Hamilton
- Facing Frederick: The Life of Frederick Douglass, a Monumental American Man by Tonya Bolden
- Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger
- Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling

Varied Levels of Text:
- Below level: *What's it Like in the Midwest?*
- On level: *Life in the Midwest*
- Advanced: *Exploring the Midwest.*

Suggested Reading:
- *Little Author in the Big Woods: A Biographyof Laura Ingalls Wilder* by Yona Zeidis
- *Fiona's Lace*by Patricia Polacco
- *Sitting Bull: Lakota Warrior and Defender of His People* by S.D. Nelson

Suggested Holocaust Resources:
- Witness by Karen Hesse
- The Number on My Grandfather's Arm by David Alder
- The Boy Who Dared by Susan Campbell Bartoletti
- Anne Frank and the Remembering Tree by Sandy Eisenberg Sasso
- The Journey that Saved Curious George by Louise Borden
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Accommodations/Modifications

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● Provide clear and specific directions
● Allow for alternate forms of responses- drawing or speaking instead of writing to

demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the
- pronunciation of unknown words
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- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
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Students at Risk of Failure:

- Build a safe and nurturing atmosphere
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- Frequently check for understanding
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● Provide clear, achievable expectations, do not lower academic requirements for them.
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Culturally Diverse:
● Involve families in student learning
● Respect cultural traditions
● Provided students with necessary academic resources and materials
● Allow for alternative assignments
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● Establish a positive connection with parent
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● Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
● Allow students to work on independent projects or other unfinished work when they finish an assignment early.
● Teach research skills for accessing information; higher level thinking skills for processing it.
● Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Unit 8: Regions: The Southwest	Duration: 20 Days

Standards/Learning Targets

The student will:

- Identify the states of the Southwest.
- Describe the landscape and geographical features of the Southwest region.
- Explain why the Grand Canyon is unique.
- Define erosion and describe the causes and effects of erosion.
- Identify natural resources found in the Southwest and describe how these influence the economy.
- Describe the climate of the Southwest and how the climate varies from one area to another within the region.
- Identify where tornadoes occur.
- Describe the plants and animals common to the Southwest.
- Explain how the elevation of the western part of the region differs from the eastern part and how this affects plant and human activities.
- Identify American Indian groups that lived in the Southwest and describe aspects of their cultures.
- Identify early explorers of the Southwest and the roles they played in the development of the region.
- Discuss the colonial period and influence of Spanish missions.
- Describe some of the things that attract people to the region.
- Explain some of the factors that contributed to the growth of the Southwest throughout history.
- Explain how the settlement of the Southwest affected the American Indians who lived there.
- Describe the rise of cattle ranching, the oil industry and other industries of the Southwest.
- Explain why water is important to human life.
- Describe sources of water in the world and identify the main sources of water in the Southwest.
- Describe how people have adapted to the climate of the Southwest.
- Explain why water conservation is important and identify methods that people can use to conserve water.

New Jersey Student Learning Supporting Standards:

- 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.
- 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.
- 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).
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

- 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.
- 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).
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Computer Science & Design Thinking:

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Career Readiness, Life Literacies, & Key Skills:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	**Content Area: Social Studies**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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Evidence of Student Learning

Formative Tasks: ● Teacher observation ● Exit cards ● Warm-up Responses ● Student Edition Reading Checks ● Student Edition Lesson Checks	**Alternate Assessments:** ● Portfolio Assessment Piece ● TikaTok online
Summative Assessments: ● ChapterTest (online or in print) ● QUEST Connection ● QUEST Findings ● QUEST Project Based Learning	**Benchmark Assessments:** ● Entry-Level Assessments: Social Studies Skills Pre-Test ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO

Knowledge & Skills

Enduring Understandings: ● The Southwest has a variety of landforms, climates and unique resources that have shaped the way of life of people in the region.	**Essential Questions:** ● How does where we live affect who we are?

Grade: 4th Grade	**Content Area: Social Studies**

● The Southwest was home to manyAmericanIndian groups before Spanish settlers arrived. ● The Southwest has a scarcity of water and must utilize recent technological advancements to provide enough water for everyone.	

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- QUEST Kick-Off
- QUEST Connections
- QUEST Findings
- RAP About it!

Suggested Amistad Resources:

- 28 Days: Moments in Black History that Changed the World by Charles Smith
- All Different Now: Juneteenth: The First Day of Freedom by Angela Johnson
- Bill Pickett: Rodeo-Ridin Cowboy by Andrea Davis Pinkney
- Brown Angels: An Album of Pictures and Verse by Walter Dean Myers
- Drylongso by Virginia Hamilton
- Facing Frederick: The Life of Frederick Douglass, a Monumental American Man by Tonya Bolden
- Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger
- Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling

Varied Levels of Text:

- Below level: *What's It Like in the Southwest?*
- On level: *Life in the Southwest*
- Advanced: *Exploring the Southwest*

Suggested Reading:

- *Shadow Catcher: How Edward S. Curtis Documented AmericanIndian Dignity and Beauty* by Michael Burgan
- *Oklahoma's Devestating May 2013 Tornado* by Miriam Aronin
- *The Grudge Keeper* by Mara Rockliff

Suggested Holocaust Resources:

- Lonek's Journey: The True Story of a Boy's Escape to Freedom by Dorit Bader Whiteman
- Witness by Karen Hesse
- The Number on My Grandfather's Arm by David Alder
- The Boy Who Dared by Susan Campbell Bartoletti
- Anne Frank and the Remembering Tree by Sandy Eisenberg Sasso
- The Journey that Saved Curious George by Louise Borden
- Jacob's Rescue: A Holocaust Story by Malka Drucker

Accommodations/Modifications

Grade: 4th Grade	**Content Area: Social Studies**

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the
- pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.

- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Grade: 4th Grade	**Content Area: Social Studies**

Economically Disadvantaged:
● Provide clear, achievable expectations, do not lower academic requirements for them.
● Build a safe and nurturing atmosphere
● Phone/Zoom conferences as an alternative.
● Provide access to computers, magazines, newspapers, and books so low-income
● students can see and work with printed materials
● Providing needed academic resources (paper, pencils, computer time)
● Helping students to set goals and build goal-setting skills
● Place more importance on attitude, effort, and strategy
● Provide technology tools for the home.

Culturally Diverse:
● Involve families in student learning
● Respect cultural traditions
● Provided students with necessary academic resources and materials
● Allow for alternative assignments
● Provide visuals
● Assign peer tutor
● Collaborate with language professionals and ESL teachers
● Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
● Establish a positive connection with parent
● Utilize closed captioning when available
● Provide road maps or outlines for difficult concepts
● Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
● Display a word wall with current academic vocabulary in each subject
● Speak clearly and slowly, avoid slang and idiomatic expressions
● Create a nurturing environment with structured routines

Gifted and Talented:
● Ask students higher level questions that require students to look into causes,experiences, and facts to draw a conclusion or make connections to other areas of learning.
● Encourage students to explore concepts in depth and encourage independent studies or investigations.
● Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
● Supply reading materials on a wide variety of subjects and levels.
● Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
● Allow students to work on independent projects or other unfinished work when they finish an assignment early.
● Teach research skills for accessing information; higher level thinking skills for processing it.
● Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

Unit 9: Regions: The West	Duration: 20 Days

Standards/Learning Targets

The student will:

- Describe the varied lands of the West, especially its major landforms.
- Analyze the physical processes that result in volcanic activity, earthquakes, not springs and geysers, and the formation of islands in the West.
- Compare the many lakes and rivers the West has.
- Describe the wide variety of climates found in the West,including the hottest and coldest areas, and areas with more moderate climates.
- Identify areas of high and low precipitation in the West.
- Analyze the physical processes that are responsible for the rainshadow effect.
- Analyze and compare the relationship between climate and the varied plant and animal life of the West.
- Identify major natural resources in the West and how they create income.
- Understand that theWest has many mines that provide minerals.
- Identify important agricultural lands in the West and their varied products
- Demonstrate an understanding that human-made features such as canals and dams bring water to dry areas of the West.
- Demonstrate how the sea is an important resource in the West.
- Identify American Indian groups that have lived in the West.
- Demonstrate how Spanish exploration and colonization led to the development of the West.
- Understand the history of Western settlement by people from elsewhere in the United States and abroad.
- Understand and identify how U.S. expansionism and trade led to the acquisition and eventually statehood of Hawaii and Alaska.
- Understand the growth of cities in the West.
- Identify major elements of the West's economy today.Demonstrate the importance of trade to the economy of theWest, especially trade with other nations that border the Pacific Ocean.
- Understand that the West has many ports at which goods are both imported and exported.
- Describe the challenge the West faces today and in the future and what the region is doing to meet those challenges.

New Jersey Student Learning Supporting Standards:

- 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.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	Content Area: Social Studies

- 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.
- 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).
- 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.
- 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.
- 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).
- 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 conditions.
- 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.
- 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).
- 6.1.5.GeoHE.3 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Primary Interdisciplinary Connections:

- https://www.nj.gov/education

ELA:

- 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.
- 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
- 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.

Computer Science & Design Thinking:

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

Grade: 4th Grade	**Content Area: Social Studies**

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Exit cards
- Warm-up Responses
- Student Edition Reading Checks
- Student Edition Lesson Checks

Alternate Assessments:

- Portfolio Assessment Piece
- TikaTok online

Summative Assessments:

- ChapterTest (online or in print)
- QUEST Connection
- QUEST Findings
- QUEST Project Based Learning

Benchmark Assessments:

- Entry-Level Assessments: Social Studies Skills Pre-Test
- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4th Grade	**Content Area: Social Studies**

Enduring Understandings:	**Essential Question:**
• The West has a variety of landforms, climates and unique resources that have shaped the way of life of people in the region. • The West was home to many American Indian groups before Spanish settlers arrived. • The West has many ports and trades with countries that border the Pacific Ocean.	• How does where we live affect who we are?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • QUEST Kick-Off • QUEST Connections • QUEST Findings • RAP About it! **Suggested Amistad Resources**: • 28 Days: Moments in Black History that Changed the World by Charles Smith • All Different Now: Juneteenth: The First Day of Freedom by Angela Johnson • Bill Pickett: Rodeo-Ridin Cowboy by Andrea Davis Pinkney • Brown Angels: An Album of Pictures and Verse by Walter Dean Myers • Drylongso by Virginia Hamilton • Facing Frederick: The Life of Frederick Douglass, a Monumental American Man by Tonya Bolden • Fly High! The Story of Bessie Coleman by Louise Borden and Mary Kay Kroeger • Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly & Winifred Conkling	**Varied Levels of Text:** • Below level: *What's It Like in the West?* • On level: *Life in the West* • Advanced: *Exploring the West* **Suggested Reading:** • *SteveJobs:Insanely Great:* by Jessie Hartland • *Gordon Parks: Howthe Photographer Captured Black and White America* by Carole Boston Weatherford • *Iron Rails, Iron Men and the Race to Link the Nation: The Story of the Transcontinental Railroad* by Martin W. Sandler **Suggested Holocaust Resources**: • Lonek's Journey: The True Story of a Boy's Escape to Freedom by Dorit Bader Whiteman • Witness by Karen Hesse • The Number on My Grandfather's Arm by David Alder • The Boy Who Dared by Susan Campbell Bartoletti • Anne Frank and the Remembering Tree by Sandy Eisenberg Sasso • The Journey that Saved Curious George by Louise Borden

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