

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Social Studies

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary School
Eligibility:	Grade 4
Credit Value:	N/A
Date Approved:	August 22, 2023

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Modifications will be made to accommodate IEP mandates for classified students

Social Studies Curriculum Map

Grade 4

Trimester 1 September-December		
Studies Weekly	Essential Questions	Standards
Themes of Geography Lesson from Week: 6	What are the themes of geography, and how do they help us study the Earth?	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).
New Jersey's Regions Lessons from Week: 11	How have the themes of geography shaped the state of New Jersey? What are the four regions of New Jersey? Where are they located? What are the major physical and human characteristics of each region?	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.EconEM.4 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
Connection Between New Jersey Lesson from Week: 13	How is New Jersey connected to the United States and the world? How does New Jersey's location connect to the United States and the world? What other physical and human characteristics connect New Jersey to the U.S. and the world? How does the geography of New Jersey affect human activity?	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.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.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).

Studies Weekly	Essential Questions	Standards
Map Skills Lesson from Week: 7 Optional Activities: T-Chart and Types of Maps(alternative resources provided)., end of reading questions	How can we use maps to learn about the world around us? How are absolute and relative locations similar? How are they different? How and when is it important to use digital geographic tools, political maps, and globes? Describe the different types of maps, and explain why it is important to have different types of maps.	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.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
Place Lesson from Week: 8	How are the boundaries decided between each region of the United States? What are the important things to consider when studying the geographical theme of space? When would it be important to learn about a location in terms of geographical space?	6.1.5.GeoPP.4 Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. 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.
Regions of the United States Lesson from Week: 12	How are the boundaries decided between each region of the United States? What are the major U.S. regions? Where are the regions of the United States located?	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.GeoSV.2 Use maps to explain the impact of location and place on the relationships between places

	What are the human and physical characteristics of each U.S. region?	in New Jersey, the United States and other countries. 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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Trimester 2 December-March		
Studies Weekly	Essential Questions	Standards
The Vibrant Societies of Pre-Columbian North America Life in Pre-Columbian North America Native Americans of New Jersey Lessons from Weeks: 20, 21 and 22 Week 22 fits with both Week 10 and 20 & 21. Pick and choose how you want to teach it	Who lived in North America before European exploration? What was life like for the native peoples of North America before European Exploration? What were Native Americans' views about land and land ownership? How did Native Americans organize their societies: economically, politically, and culturally? What geographical and natural characteristics were important to the Lenni Lenape way of life? Where did they live and what were their beliefs?	6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. 6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
Exploration Lesson from Week 23	What were the motivations of the explorers who came to the Americas? What were the reasons for key expeditions to North America by Spain, France, and England?	6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. 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.GeoGI.1 Use multiple sources to evaluate the impact of the

	<p>What were the impacts of these expeditions on the development of each region?</p> <p>What were the effects of European expansion on American Indians?</p>	<p>movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.10 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryUP.1 Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryCA1 Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>
<p>Native Americans of New Jersey</p> <p>Movement</p> <p>Lessons from Weeks 22 & 10</p> <p>* Week 22 fits with both Week 10 and 20 & 21. Pick and choose how you want to teach it</p>	<p>How does movement change the population and culture of a community</p> <p>What are the reasons various groups voluntarily and involuntarily move to different places?</p> <p>How have changes in communication and transportation impacted movement?</p> <p>Why were the Lenape and other Native American tribes forced to leave their homeland?</p> <p>How does it affect our larger understanding of history, and the way we live our lives now to know</p>	<p>6.1.5.GeoPP.3 Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.4 Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.GeoSV.4 Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>

	(or not know) about these ideas and contributions?	<p>6.1.5.EconNM.3 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.6 Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p>
Studies Weekly	Essential Questions	Standards
<p>Government</p> <p>Lesson from Week: 1</p> <p>Optional Activities: Elected leaders and branches in the U.S Gov(alternate resources offered).</p>	<p>What role do citizens play in governing in the United States?</p> <p>What is the purpose of the government?</p> <p>How does the U.S. government function?</p> <p>How can you solve conflict peacefully?</p>	<p>6.1.5.CivicsPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.CivicsPI.2 Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p>6.1.5.CivicsPI.3 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.5.CivicsPI.4 Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5.CivicsPI.6 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7 Explain how national and state governments share</p>

		<p>power in the federal system of government.</p> <p>6.1.5.CivicsPD.1 Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>6.1.5.Civic.DP.1 Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p>
<p>Important Documents</p> <p>Lesson from Week: 2</p>	<p>What are checks and balances, and why are they important?</p> <p>Why is the Constitution of the United States important?</p> <p>How does the Constitution protect the rights of American citizens?</p> <p>How does the Bill of Rights protect the rights of individuals?</p> <p>What is the importance of the Mayflower Compact?</p> <p>How do Americans influence the creation of laws today?</p>	<p>6.1.5.CivicsPI.3 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.5.CivicsPI.6 Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.8 Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.HistoryCC.15 Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p>

Trimester 3 March-June		
Studies Weekly	Essential Questions	Standards
Stories of the Symbols Lesson from Week: 32	How does something become a national symbol? How do we show and share our American identity? What are our national symbols? What is the meaning behind our national symbols?	6.1.5.HistoryCC.2 Use a variety of sources to illustrate how the American identity has evolved over time. 6.1.5.HistorySE.2 Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity
New Jersey People & Inventions Lesson from Week: 31	How did people from New Jersey contribute to the progress of government and society? How did certain individuals from New Jersey contribute to the progress of the government? How did certain individuals from New Jersey contribute to the progress of society? How did certain individuals from New Jersey contribute to the progress of science?	6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. 6.1.5.CivicsCM.5 Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society
Resources Lesson from Week 15	Are all types of resources (human, natural, and capital necessary for economic growth? How are goods and services produced using human, natural, and capital resources? How does specialization play a	6.1.5.EconEM.1 Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.2 Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

	<p>role in the production and exchange of goods and services?</p> <p>What are the four economic activities providing goods and services in the United States and the world?</p> <p>What is the difference between public and private goods and services?</p>	6.1.5.EconEM.5 Explain why individuals and societies trade, how trade functions, and the role of trade.
<p>Economic Principles</p> <p>Lesson from Week 16</p>	<p>How do producers and consumers influence the economy?</p> <p>How does supply and demand affect the price of goods and services?</p> <p>What is scarcity, and how does it affect the price of goods and services?</p> <p>What is opportunity cost, and what does it mean for consumers?</p> <p>What is interdependence, and how do imports and exports help to meet the needs of our country?</p>	<p>6.1.5.EconEM.2 Identify examples of the variety of resources that are used to produce</p> <p>6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</p>

New Jersey Statutes Reflected in Curriculum	
Title 18A- Section 18A:35-28 Instruction on Holocaust, genocides required in elementary, secondary school curriculum	Lessons in this curriculum enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction emphasizes the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
Supplement to Title 18A:35 instruction on Asian Americans and Pacific Islanders in public schools and supplementing	Lessons in this curriculum include instruction on the history and contributions of Asian Americans and Pacific Islanders. Instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders are incorporated across the curriculum.
Title 52- Section 52:16A-88 - Responsibilities, duties of Amistad Commission. Amistad curriculum	The Lessons in this curriculum include educational materials concerned with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society.