

Fourth Grade Report Card – Parent Support
SOCIAL STUDIES
Marking Period Expectations for Standards Based Report Card

Unit and Report Card Indicators	New Jersey Student Learning Standards	Expectations by the end of Grade 4
<p>Civics, Government, and Human Rights - Demonstrates understanding of citizenship, human rights, and the roles of elected officials.</p>	<p>6.1.4.A.5 - Distinguish roles and responsibilities of the three branches of the national government.</p> <p>6.1.4.A.6 - Explain how national governments share power in the federal system of government.</p> <p>6.1.5.A.7- Explain how the US 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.A.8 - Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> <p>6.1.4.A.9 - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)</p> <p>6.1.4.A.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.A.11 - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national and global levels.</p> <p>6.1.4.A.12 - Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4.A.13 - Describe the process by which immigrants become United States citizens.</p>	<p>Understand that there are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p> <p>Understand that In a representative democracy, individuals elect representatives to act on the behalf of the people.</p> <p>Gain an understanding of individual and community responses to the violation of fundamental rights through the examination of individual experiences, historical narratives, and events.</p> <p>Understand that The United States democratic system requires active participation of its citizens.</p> <p>Understand that immigrants can become and obtain the rights of American citizens.</p>

<p>Geography, People, and the Environment - Demonstrates understanding of how landforms, climate, weather and location impact regions in the United States and New Jersey. Demonstrates understanding of the differences and similarities of regions in the United States and New Jersey, and natural resources environmental impacts.</p>	<p>6.1.4.B.4 - Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 - Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.6 - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7 - Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 - Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9- Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.B.10 - Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p>Learn that places are jointly characterized by their physical and human properties.</p> <p>Learn that the physical environment can both accommodate and be endangered by human activities.</p> <p>Learn that regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Learn that patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</p> <p>Learn that advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p>Learn that urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>
<p>Economics, Innovation, and Technology - Demonstrates understanding of economics and technology and their development and importance in the United States and New Jersey.</p>	<p>6.1.4.C.12 - Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>6.1.4.C.14 - Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force</p>	<p>Learn that creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p>Learn that economic opportunities in New Jersey and other states are related to the availability of</p>

	<p>play in economic opportunities.</p> <p>6.1.4.C.15 - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p>	<p>resources and technology.</p> <p>Understand that creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>
<p>History, Culture, and Perspective - Explains the struggles and influences of Native Americans in New Jersey. Identifies key historical events, figures, documents and symbols of New Jersey. Identifies the factors that influence where people settle, cultural beliefs and customs in the United States.</p>	<p>6.1.4.D.1 - Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.4.D.2 - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>6.1.4.D.3 - Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p> <p>6.1.4.D.4 - Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4.D.7 - Explain the role Governor William Livingston played in the development of New Jersey government.</p> <p>6.1.4.D.8 - Determine the significance of New Jersey’s role in the American Revolution.</p> <p>6.1.4.D.10 - Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.4.D.17 - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>Understand that immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p> <p>Identify key historical events, documents, and individuals led to the development of our nation.</p> <p>Recognize that personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p>Recognize that historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p>