



**Grade 4  
Social Studies  
Curriculum**

### 4th Grade: Pacing Guide

Units	Recommended Length of Unit
Unit 1: Civics, Government, & Human Rights	12 Weeks
Unit 2: Geography, People, and the Environment	10 Weeks
Unit 3: Economics, Innovation, & Technology	8 weeks
Unit 4: History, Culture, and Perspectives	10 Weeks

# Unit 1: Civics, Government, & Human Rights

Trimester: 1

Recommended Instructional Days: 12 weeks

## NJSLS - United States History: America in the World 6.1

**Disciplinary Strand:** Civics, Government, and Human Rights

**Disciplinary Concept:**

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

## NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Civics, Government, and Human Rights
- **Disciplinary Concept:** Participation and Deliberation

### **Essential Questions**

*(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)*

1. What responsibilities do local, state, and national governments have to their citizens?
2. Should it be required for all citizens to participate in their government?
3. Do all citizens have the same rights?

# NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

## Disciplinary Concept: Critical Thinking and Problem Solving

<u>Core Ideas</u>	<u>Performance Expectations</u>
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<ul style="list-style-type: none"><li>• <b>9.4.5.CT.1:</b> Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li><li>• <b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li></ul>

## Disciplinary Concept: Creativity and Innovation

<u>Core Ideas</u>	<u>Performance Expectations</u>
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	<ul style="list-style-type: none"><li>• <b>9.4.5.CI.2:</b> Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5. CivicsPD.3, W.5.7).</li></ul>

## Career Readiness, Life Literacies, & Key Skills

### Practices:

- Act as a responsible and contributing community member and employee.
- Model integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them.

## Knowledge and Skills

### (Core Ideas)

Students will know...

### (Performance Expectations)

Students will be able to...

In a representative democracy, individuals play a role in how the government functions.

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPI.2:** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

In a representative democracy, individuals elect representatives to act on the behalf of the people

**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.

Levels of government (i.e., local, state, and federal) have different powers and responsibilities.

- 6.1.5.CivicsPI.4:** Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5:** Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPI.7:** Explain how national and state governments share power in the federal system of government.

Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).

- 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.
- 6.1.5.CivicsPD.2:** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

**6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

A major role of citizens in a representative democracy is to make responsible decisions about who should govern.

**6.1.5.CivicsPD.4:** Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position

## Knowledge and Skills (continued)

(Core Ideas) Students will know....	(Performance Expectations) Students will be able to...
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> <li>● <b>6.1.5.Civic.DP.1:</b> 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).</li> <li>● <b>6.1.5.CivicsDP.2:</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> </ul>
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPR.2:</b> Describe the process by which <u>immigrants</u> can become United States citizens</li> </ul>
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsPR.4:</b> Explain how policies are developed to address public problems.</li> </ul>
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsHR.2:</b> Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.</li> </ul>
Individuals have the right to be safe and not to be bullied or discriminated against.	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsHR.4:</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsCM.3:</b> Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>● <b>6.1.5.CivicsCM.5:</b> Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</li> <li>● <b>6.1.5.CivicsCM.6:</b> Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> </ul>
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> <li>● <b>6.3.5.CivicsPD.2:</b> Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li> </ul>

## Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
2. Read, discuss, and reflect on current events related to civics, government, and human rights using Time for Kids or Scholastic News.
3. Using a venn-diagram, compare and contrast the responsibilities of the state and national governments.
4. Explain how the actions of individuals from New Jersey influenced social change for women, immigrants, and African Americans. Suggested leaders: Alice Stokes Paul, Mary Philbrook, Jacob Lawrence, Israel Dresner, Theodara Lacey, Paul Robeson. Provide students with a choice menu to showcase their learning.
5. Read and discuss selections from: ***No Voice Too Small: Fourteen Young Americans Making History***.
6. **Read and discuss picture book: *Sit In: How Four Friends Stood Up By Sitting Down* by Andrea Pinkney.**
7. Incorporate grade-level Holocaust/Genocide lessons provided by the New Jersey Commission on Holocaust Education. (see link provided under "resources")

### Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

### Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
- Quizzes
- Written responses
- Presentations

## Resources

- BrainPop Junior
- Time for Kids (Grade 4)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- ***No Voice Too Small: Fourteen Young Americans Making History***
- Teaching about the Holocaust using UDL (click [here!](#))

## Social Studies Practices

- Developing Questions and Planning Inquiry
- Seeking Diverse Perspectives
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

*\*See page 22 for additional detail\**

## Social-Emotional Learning Competencies

- Social Awareness
- Responsible Decision Making
- Relationship Skills

*\*See page 23 for sub-competencies\**

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: N.J.S.A. 18A 52:16A-88	x	Holocaust Law: N.J.S.A. 18A:35-28	x	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	x	Diversity & Inclusion: N.J.S.A. 18A:35-4.36a	x	Standards in Action: Climate Change
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# Unit 2: New Jersey's Geography, People, and Environment

Trimester: 2

Recommended Instructional Days: 10 weeks

## NJSLS - United States History: America in the World 6.1

**Disciplinary Strand:** Geography, People, and the Environment

**Disciplinary Concept:**

- Spatial Views of the World (SV)
- Human Population Patterns (PP)
- Human Environment Interaction (HE)
- Global Interconnections (GI)

## NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Geography, People and the Environment:
- **Disciplinary Concept:** Human Environment Interaction; Global Interconnections

### **Essential Questions**

*(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)*

1. How does the geography of New Jersey affect where and how people live and work throughout the state?
2. Has human activity impacted the environment of New Jersey in positive or negative ways?

# NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

## Disciplinary Concept: Digital Citizenship

<u>Core Ideas</u>	<u>Performance Expectations</u>
Digital engagement can improve the planning and delivery of climate change actions.	<b>9.4.5.DC.8:</b> Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

### Career Readiness, Life Literacies, & Key Skills Practices:

- Act as a responsible and contributing members and employees
- Consider the environmental, social, and economic impacts of decisions.
- Work productively in teams while using cultural/global competence.

## Knowledge and Skills

(Core Ideas) Students will know....	(Performance Expectations) Students will be able to...
Regions form and change as a result of unique physical characteristics conditions, economies, and culture	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoPP.2:</b> 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</li> </ul>
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoSV.2:</b> Use maps to explain the impact of location and place on the relationships between places in <b>New Jersey</b>, the United States and other countries.</li> <li>● <b>6.1.5.GeoSV.3:</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>● <b>6.1.5.GeoSV.4:</b> Use a variety of geographic representations to describe the similarities and differences between places in <b>New Jersey</b>, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</li> </ul>
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoHE.1:</b> 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 <b>New Jersey</b> and the United States.</li> <li>● <b>6.1.5.GeoHE.2:</b> Cite examples of how technological advances have changed the environment in <b>New Jersey</b> and the United States (e.g., energy, transportation, communications).</li> </ul>
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoGI.1:</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</li> <li>● <b>6.1.5.GeoGI.4:</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> </ul>
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> <li>● <b>6.3.5.GeoHE.1:</b> Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</li> </ul>
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	<ul style="list-style-type: none"> <li>● <b>6.3.5.GeoGI.1:</b> Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</li> </ul>

## Suggested Activities

- Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
- Use various map activities to identify: regions, landforms, natural resources, economic activities, key cities, etc of New Jersey.
- Create a visual collage of the geography of New Jersey. Include captions and facts of the places and things in the collage. Explain why these places/things are important to our state.
- Create a travel brochure highlighting the geography, culture, and history of different regions in New Jersey.
- Using a venn-diagram, compare and contrast the geography, natural resources, landforms, and economic opportunities found in New Jersey with another state.
- Investigate how climate change is affecting our state/community today. Create an action plan to help our environment.

### Assessments (Formative)

*To show evidence of meeting the standard/s, students will successfully engage within:*

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

### Assessments (Summative)

*To show evidence of meeting the standard/s, students will successfully complete:*

- Projects
- Quizzes
- Written responses
- Presentations

## Resources

- BrainPop Junior
- Time for Kids (Grade 4)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- [National Geographic Elementary Map Skills](#)

## Social Studies Practices

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Developing Claims and Using Evidence
- Taking Informed Action

## Social-Emotional Learning Competencies

- Self-Awareness
- Responsible Decision Making

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

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# Unit 3: Economics, Innovation, & Technology

Trimester: 2-3

Recommended Instructional Days: 8 weeks

## NJSLS - United States History: America in the World 6.1

**Disciplinary Strand:** Economics, Innovation, & Technology

**Disciplinary Concept:**

- Economic Ways of Thinking (ET)
- Exchanges and Markets (EM)
- National Economy (NE)
- Global Economy (GE)

## NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Economics, Innovation, and Technology
- **Disciplinary Concept:** Economic Ways of Thinking

### **Essential Questions**

*(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)*

1. What role does New Jersey play in local, national, and global trade?
2. What natural and human factors influence the economy of our state?
3. What goods and services does our local and state government provide to its citizens?

# NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

## Disciplinary Concept: Financial Psychology

<u>Core Ideas</u>	<u>Performance Expectations</u>
Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.	<p><b>9.1.5.FP.3:</b> Analyze how spending choices and decision- making can result in positive or negative consequences.</p> <p><b>9.1.5.FP.4:</b> Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</p>

## Career Readiness, Life Literacies, & Key Skills Practices:

- Attend to financial well-being
- Consider environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation
- Plan education and career paths aligned to personal goals.

## Knowledge and Skills

### (Core Ideas)

Students will know....

### (Performance Expectations)

Students will be able to...

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

- **6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.

An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

- **6.1.5.EconET.2:** Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- **6.1.5.EconET.3:** Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.

- **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).
- **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.

The exchange of goods and services can have negative and positive effects.

- **6.1.5.EconEM.5:** Explain why individuals and societies trade, how trade functions, and the role of trade.

The government uses a variety of tools to pay for goods and services it provides to individuals and communities..

- **6.1.5.EconNM.1:** Explain the ways in which the government pays for the goods and services it provides

A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

- **6.1.5.EconNM.2:** Use data to describe how the availability of resources in **New Jersey** and other **regions in the United States** have impacted economic opportunities.
- **6.1.5.EconNM.3:** Describe how the development of different transportation systems impacted the economies of **New Jersey** and the United States.
- **6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.5.EconNM.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

- **6.3.5.EconET.1:** Investigate an economic issue that impacts children and propose a solution.



## Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
2. Create an advertisement for the state of New Jersey. Highlight the natural resources, transportation systems, economic opportunities for workers and businesses in your advertisement.
3. Research natural resources, goods, and services produced in New Jersey. In a slideshow, explain what New Jersey and its industries provide for our state, country, and the world.
4. Research the role the Port of Newark-Elizabeth Marine Terminal plays in the economy of New Jersey, the United States, and the world. Provide students with a choice board to showcase their learning.
5. Design a website for our town to inform citizens of the services our local government provides the community.

### Assessments (Formative)

*To show evidence of meeting the standard/s, students will successfully engage within:*

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

### Assessments (Summative)

*To show evidence of meeting the standard/s, students will successfully complete:*

- Projects
- Quizzes
- Written responses
- Presentations

## Resources

- BrainPop Junior
- Time for Kids (Grade 4)
- Scholastic News
- RazKids (Learning A-Z)
- Vooks.com
- Epic!
- Textbook series (if available)
- IXL
- <https://ny.pbslearningmedia.org/subjects/social-studies/economics/>

## Social Studies Practices

- Developing Questions and Planning Inquiry
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations

## Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Responsible Decision Making

New Jersey Legislative Statutes and Administrative Code  
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Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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# Unit 4: History, Culture, and Perspectives

Trimester: 3

Recommended Instructional Days: 10 weeks

## NJSLS - United States History: America in the World 6.1

**Disciplinary Strand:** History, Culture, and Perspectives

**Disciplinary Concept:**

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)
- Claims and Argumentation (CA)

## NJSLS - Active Citizenship in the 21st Century 6.3

- **Disciplinary Strand:** Civics, Government, and Human Rights
- **Disciplinary Concept:** Participation and Deliberation

## **Essential Questions**

*(Questions designed to provoke inquiry and lead to a deeper understanding of the big ideas. Encourage students to make connections between the past and present)*

1. Why do diverse groups of people immigrate to New Jersey?
2. How did various individuals and groups influence the history and culture of New Jersey?
3. How does understanding the history of New Jersey and its people help us understand our state today?

# NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS

## Disciplinary Concept: Global and Cultural Awareness

<u>Core Ideas</u>	<u>Performance Expectations</u>
Culture and geography can shape an individual's experiences and perspectives	<b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

## Disciplinary Concept: Information and Media Literacy

<u>Core Ideas</u>	<u>Performance Expectations</u>
Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<b>9.4.5.IML.1:</b> Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
Specific situations require the use of relevant sources of information.	<b>9.4.5.IML.6:</b> Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

## Career Readiness, Life Literacies, & Key Skills Practices:

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

## Knowledge and Skills

### (Core Ideas)

Students will know....

### (Performance Expectations)

Students will be able to...

Chronological sequencing helps us track events over time

- **6.1.5.HistoryCC.1:** Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

Interactions of people and events throughout history have shaped the world we experience today.

- **6.1.5.HistoryCC.3:** Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- **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**.
- **6.1.5.HistoryCC.8:** Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of **New Jersey**.
- **6.1.5.HistoryCC.9:** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived **New Jersey**.

Events may be viewed differently based on one's perspective.

- **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.

Historical records are shaped by the society that the creator lived in.

- **6.1.5.HistoryUP.5:** Compare and contrast historians' interpretations of important historical ideas, resources and events.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.

- **6.3.5.CivicsPD.2:** Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

## Suggested Activities

1. Read various fiction and nonfiction texts related to unit. Students will ask and answer **5W questions** about the text using evidence.
2. Create a **timeline** of key historical events related to New Jersey's history.
3. Create a **sensory figure** of an important historical figure from New Jersey's history. Describe the figure's contributions to our state's history using the first person point of view.
4. Research the culture and history of the Lenni-Lenape. Compare and contrast the experiences of this indigenous group in the past and present.
5. Write a **diary entry** as an immigrant coming to New Jersey. Students can choose a time period they would like to research explain in their writing the reasons for immigrating and the challenges they faced in a new country.
6. Read and discuss book: ***We Are Still Here: Native American Truths Everyone Should Know*** by Traci Sorell
7. Read and discuss: ***When the Shadbush Blooms*** by Carla Messinger, Susan Katz, and David Kanietakeron Fadden. This book is about the Lenni-Lenape.

### Assessments (Formative)

To show evidence of meeting the standard/s, students will successfully engage within:

- Class discussion & participation
- Observations/Conferences
- Classwork activities
- Graphic Organizers
- Group activities
- Student journals/reflections
- Exit tickets

### Assessments (Summative)

To show evidence of meeting the standard/s, students will successfully complete:

- Projects
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## Resources

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- Textbook series (if available)
- IXL
- *We Are Still Here: Native American Truths Everyone Should Know* by Traci Sorell
- *When the Shadbush Blooms* by Carla Messinger, Susan Katz, and David Kanietakeron Fadden

## Social Studies Practices

- Seeking Diverse Perspectives
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions

## Social-Emotional Learning Competencies

- Self-Awareness
- Social Awareness
- Relationship Skills

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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# Modifications & Accommodations Chart

## IEP's/504's

- Preferential seating
- Use of technology
- Audio books/texts
- Text-to-speech
- Provide class notes
- Extended time
- Repeat directions
- Redirection
- Visual aids/graphic organizers
- Provide word banks
- Modify class assignments & assignments for length and difficulty

## English Language Learners

- Use of technology
- Text-to-speech
- Audio books/texts
- Word banks
- Reference sheets
- Model assignments
- Small groups/peer partners
- Bilingual dictionary/translation
- Visual aids
- Graphic organizers
- Modified assignments

## RTI

- Provide verbal & written instructions
- Preferential seating
- Flexible seating
- Use of technology
- Text-to-speech
- Audio books/texts
- Extended time
- Provide visual aids & graphic organizers
- Chunk assignments into more manageable tasks
- Small groups/peer partners
- Provide class notes
- Allow breaks

## Gifted & Talented

- Tiered assignments
- Choice boards
- Ability grouping
- Provide independent learning opportunities
- Use of learning centers
- Higher Level Questioning
- Independent Research/Inquiry



# Social Studies Practices

*The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).*

<u>Practice</u>	<u>Description</u>
<b>Developing Questions and Planning Inquiry</b>	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
<b>Gathering and Evaluating Sources</b>	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world
<b>Seeking Diverse Perspectives</b>	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
<b>Developing Claims and Using Evidence</b>	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
<b>Presenting Arguments and Explanations</b>	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
<b>Engaging in Civil Discourse and Critiquing Conclusions</b>	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
<b>Taking Informed Action</b>	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.



# New Jersey Social and Emotional Learning Competencies and Sub-Competencies



## Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



## Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



## Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



## Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



## Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed