



WEYMOUTH TOWNSHIP SCHOOL

SOCIAL STUDIES CURRICULUM

Grade 4

Adopted: September 2022 BOE Approved: August 2023

Gr 4 - Social Studies Unit Plan Unit 1 Lessons 1-3 :

Unit Overview

Students will study geography terms to find places on maps and learn how geography affects the way people live.

New Jersey Student Learning Standards

Learning in this unit will focus on:

Standard SOSOC.6.1.4 - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand B: Geography, People, and the Environment

Content Statement: Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. Places are jointly characterized by their physical and human properties

Instructional Focus

Lessons 1-3 Geography and the Way We Live

Essential Questions: <ul style="list-style-type: none">• Where in the world is our community?• Where in the United States is our community?• How does geography affect the way we live?	
Student Learning Objectives: <ul style="list-style-type: none">• Identify the geographic features of the globe.• Use a map & compass rose to identify directions and measure distances.• Write & illustrate travel brochures based on physical features, climate, & natural resources.	
Suggested Activities <ul style="list-style-type: none">• Introductory Video• Role Play• Identify directions and measure distances• Design Travel Brochures	Instructional Materials/Resources <ul style="list-style-type: none">• TCI textbook• TCI Interactive Student Notebook• TCI Online Interactive• Maps/Globe• Teacher Made Materials*• United States board game• Video Clips• Leveled Readers* <p><i>*includes varied levels of text</i></p>
Pacing: approx # of class periods: 26 total days	

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NJ Student Learning Standards for Social Studies

Standard SOSOC.6.1.4 - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Interdisciplinary Connections

Language Arts Literacy

- **LA.RI.3.1** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **LA.RI.3.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **LALA.W.3.7** - **Conduct short research projects that build knowledge about a topic.**
- **W.3.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Other Interdisciplinary Connection:

- **TECH.8.1.5.A.1** - **Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.**
- **Asking Questions and Defining Problems**
- **Planning and Carrying Out Investigations**
- **Using Mathematics and Computational Thinking**

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit.

21st Century Life and Career Skills

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Interactive Notebook TCI Online Activities Class work/participation Critical Thinking Skill Activity Field Trip (virtual) Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers
 Alternative Assessments
 Goal Setting with Students
 Homework Options
 Frequent Breaks
 Tests Read Aloud
 Color Coded Assignments
 Cooperative Learning
 Picture Vocabulary Wall
 Anchor Charts of Concepts

Personal Maps
 Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

Special Education/IEP	504
<p>Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts</p>	<p>Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers</p>
ELL	Gifted & Talented
<p>Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts</p>	<p>Independent extension research projects Jigsaw cooperative learning activities Student choice</p>
<p>I&RS/At Risk Small group instruction/Assessments Repeat Verbal Instructions Seating Accommodations Extended Time for Assessments/Modified Assessments Guided Practice</p>	<p>In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:</p> <ul style="list-style-type: none"> ● Interdisciplinary connections (N.J.A.C. 6A:8-1.1) ● 21st century themes and skills (N.J.A.C. 6A:8-1.1)* ● Holocaust and genocides (N.J.S.A. 18A:35-28)* ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)* ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● Asian American, Pacific Islander history and contributions (J.S.A 18A:35-4.44) <p>Elementary Social Studies Requirements</p> <ul style="list-style-type: none"> ● Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3) <p>Middle School Requirements</p> <ul style="list-style-type: none"> ● Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3) ● Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)

	<ul style="list-style-type: none">• Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)
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Internet Resources

Textbook Supplements www.teachtci.com

National Atlas and Map Maker <http://nationalatlas.gov/>

United States Census Bureau http://factfinder.census.gov/home/saff/main.html?_lang=en

National Park Service <http://tpd.cr.nps.gov/nhl/>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem/>

Gr 4 - Social Studies Unit Plan Unit 2 Lessons 4-7 : How Immigration Has Made the United States a Diverse Country with Many Cultures.

Unit Overview

Students will explore the reasons and challenges for immigration which led to many cultural contributions to the United States. In addition, students will learn how they are both alike and different from children in other countries.

New Jersey Student Learning Standards

Learning in this unit will focus on:

SSOC.6.1.4 - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable

students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand D- History, Culture, and Perspectives

Content Statement: Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.

Instructional Focus

Lessons 4-7 Immigration, Diversity and Cultural Contributions

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do people become part of our country? • What different groups of people make up our culture? • How do people improve their communities? • How are people around the world alike and different? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Explore reasons for immigration and the challenges they faced. • Explore cultural contributions made through foods, languages, holidays, and traditions. • Create human monuments honoring the contributions of 5 people who made a difference in their community and country. • Study artifacts to learn how children around the world are alike and different. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introductory Video • Role Play/Experimental Activity • Create human monuments • Response Group Activity • Problem Solving Group Work • Venn Diagram 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI Interactive Student Notebook • TCI Online Interactive • Maps/Globe • Teacher Made Materials* • Video Clips • Leveled Readers* <p><i>*includes varied levels of text</i></p>
<p>Pacing: approx # of class periods: 37 total days</p>	

NJ Student Learning Standards for Social Studies

[.SOC.6.1.4.A.13 - Describe the process by which immigrants become United States citizens.](#)[Standard SOSOC.6.1.4 - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.](#)[SOC.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.](#)[SOC.6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.](#)

Interdisciplinary Connections

Language Arts Literacy

- **LA.RI.3.1** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **LA.RI.3.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **LALA.W.3.7** - Conduct short research projects that build knowledge about a topic.
- **W.3.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Other Interdisciplinary Connection:

- **TECH.8.1.5.A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- **Asking Questions and Defining Problems**
- **Planning and Carrying Out Investigations**
- **6.1.4.A.15** Explain how and why it is important that people from divers cultures collaborate to find solutions to community, state, national, and global challenges.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit.

21st Century Life and Career Skills

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
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Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Interactive Notebook TCI Online Activities Class work/participation Critical Thinking Skill Activity Field Trip (virtual) Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions
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Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers
Alternative Assessments
Goal Setting with Students
Homework Options
Frequent Breaks
Tests Read Aloud
Color Coded Assignments
Cooperative Learning
Picture Vocabulary Wall
Anchor Charts of Concepts

Personal Maps
Change in Content, Process, Product
Flexible Grouping
Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps	Extended time for assignments Frequent breaks Sign agenda book daily

Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Study guides Graphic organizers
ELL	Gifted & Talented
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk Small group instruction/Assessments Repeat Verbal Instructions Seating Accommodations Extended Time for Assessments/Modified Assessments Guided Practice	

Internet Resources

National Atlas and Map Maker <http://nationalatlas.gov/>

United States Census Bureau http://factfinder.census.gov/home/saff/main.html?_lang=en

National Park Service <http://tpd.cr.nps.gov/nhl/>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem/>

Textbook Supplements www.tci.com

Gr 4 - Social Studies Unit Plan Unit 3 Lessons 8-11 : The United States Economy and Trade

Unit Overview

Students will explore how the economy and choices in a free market works. In addition, students will learn how to use and save money wisely, and discover why countries buy and sell different products.

New Jersey Student Learning Standards

Learning in this unit will focus on:

SSOC.6.1.4 - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable

students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand C - Economics, Innovation, and Technology

Content Statement: Economics is a driving force for the occurrence of various events and phenomena in societies.

Instructional Focus

Lessons 8-11 Economy, Free Market, Using Money Wisely, & The United States and Global Trade

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we buy and sell things? • Why do prices change in our economy? • Why do we save money? • How does global trade affect our economy? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Explore how the economy works and find out what choices are made when goods and services are bought. • Experience supply and demand through a market simulation. • Discover why and how people save/ budget money. • Discover where our daily things are from and why countries buy and sell different things. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introductory Video • Role Play/Experimental Activity • Budgeting Game • Response Group Activity • Problem Solving Group Work • Make a collage • Presentations 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI Interactive Student Notebook • TCI Online Interactive • Maps/Globe • Teacher Made Materials* • Video Clips • Leveled Readers* <p><i>*includes varied levels of text</i></p>
<p>Pacing: approx # of class periods: 31 total days</p>	

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NJ Student Learning Standards for Social Studies

[SOC.6.1.4.C.1 - Apply opportunity cost \(i.e., choices and tradeoffs\) to evaluate individuals' decisions, including ones made in their communities](#) [SOC.6.1.4.C.2 - Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.](#) [SOC.6.1.4.C.4 - Describe how supply and demand influence price and output of products.](#) [SOC.6.1.4.C.5 - Explain the role of specialization in the production and exchange of goods and services.](#) [SOC.6.1.4.C.10 - Explain the role of money, savings, debt, and investment in individuals' lives.](#) [SOC.6.1.4.C.11 - Recognize the importance of setting long-term goals when making financial decisions within the community.](#)

Interdisciplinary Connections

Language Arts Literacy

- **LA.RI.3.1** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **LA.RI.3.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **LALA.W.3.7** - Conduct short research projects that build knowledge about a topic.
- **W.3.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Other Interdisciplinary Connection:

- **TECH.8.1.5.A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- **Asking Questions and Defining Problems**
- **Planning and Carrying Out Investigations**
- **Engaging in Arguments from Evidence**

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit.

21st Century Life and Career Skills

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
X	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Interactive Notebook TCI Online Activities Class work/participation Critical Thinking Skill Activity Field Trip (virtual) Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

Instructional Delivery

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- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
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- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers
 Alternative Assessments
 Goal Setting with Students
 Homework Options
 Frequent Breaks
 Tests Read Aloud
 Color Coded Assignments
 Cooperative Learning
 Picture Vocabulary Wall
 Anchor Charts of Concepts

Personal Maps
 Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
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Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk Small group instruction/Assessments Repeat Verbal Instructions Seating Accommodations Extended Time for Assessments/Modified Assessments Guided Practice	

Internet Resources

National Atlas and Map Maker <http://nationalatlas.gov/>

United States Census Bureau http://factfinder.census.gov/home/saff/main.html?_lang=en

National Park Service <http://tpd.cr.nps.gov/nhl/>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem/>

Textbook Supplements www.tci.com

Gr 4 - Social Studies Unit Plan Unit 4 Lessons 12-14 :Public Services in Communities, The United States Government, and Citizenship

Unit Overview

Students will learn how services help communities and how they are funded. In addition, students will learn about the different levels of government and how citizens can affect the government.

New Jersey Student Learning Standards

Learning in this unit will focus on:

SSOC.6.1.4 - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand A - Civics, Government, and Human Rights

Content Statement: Rules and laws are developed to protect people's rights and the security and welfare of society. 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. The United States democratic system requires active participation of its citizens.

Instructional Focus

Lessons 12-14 Providing Public Services in Communities, The U.S. Government, & Citizen

Participation

Essential Questions: <ul style="list-style-type: none">• What different services does our community have?• How is our government set up?• How do we have a voice in our community?	
Student Learning Objectives: <ul style="list-style-type: none">• Analyze artifacts related to six main public services in communities.• Explore the roles of people and their department in government• Act out public meetings, peaceful demonstrations, supporting candidates, & voting.	
Suggested Activities <ul style="list-style-type: none">• Introductory Video• Role Play/Experimental Activity• Create pictographs• Response Group Activity• Problem Solving Group Work• Create posters• Presentations• Write letters	Instructional Materials/Resources <ul style="list-style-type: none">• TCI textbook• TCI Interactive Student Notebook• TCI Online Interactive• Maps/Globe• Teacher Made Materials*• Video Clips• Leveled Readers* <p><i>*includes varied levels of text</i></p>
Pacing: approx # of class periods: 29 total days	

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NJ Student Learning Standards for Social Studies

[SOC.6.1.4.A.4 - \[Cumulative Progress Indicator\]](#)
- Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.

[SOC.6.1.4.A.5 - \[Cumulative Progress Indicator\]](#) - Distinguish the roles and responsibilities of the three branches of the national government.

[SOC.6.1.4.A.7 - \[Cumulative Progress Indicator\]](#)
- 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.
[SOC.6.1.4.A.8 - \[Cumulative Progress Indicator\]](#) - 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.

Interdisciplinary Connections

Language Arts Literacy

- **LA.RI.3.1** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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- **LALA.W.3.7** - Conduct short research projects that build knowledge about a topic.
- **W.3.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Other Interdisciplinary Connection:

- **TECH.8.1.5.A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- **Asking Questions and Defining Problems**
- **Planning and Carrying Out Investigations**
- **Engaging in Argument from Evidence**

Integration of Technology

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21st Century Life and Career Skills

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X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Interactive Notebook TCI Online Activities Class work/participation Critical Thinking Skill Activity Field Trip (virtual) Leveled Reading Activities Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

Instructional Delivery

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Differentiated Instruction, Accommodations & Adaptations

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I&RS/At Risk Small group instruction/Assessments Repeat Verbal Instructions Seating Accommodations Extended Time for Assessments/Modified Assessments	

Guided Practice	
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Internet Resources

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United States Census Bureau http://factfinder.census.gov/home/saff/main.html?_lang=en

National Park Service <http://tpd.cr.nps.gov/nhl/>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem/>

Textbook Supplements www.tci.com

Gr 4 - Social Studies Unit Plan Unit 5 Lessons 15 & 16: Protecting the Environment & Making a Difference in the World

Unit Overview

Students will learn about pollution causes and solutions and how to make the world a better place by solving problems that they care about.

New Jersey Student Learning Standards

Learning in this unit will focus on:

SOC.6.1.4 - *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*

Strand B - Geography, People, and the Environment

Content Statement: The physical environment can both accommodate and be endangered by human activities.

Instructional Focus

Lessons 15 - 16 Protecting the Environment & Making a Difference in the World

Essential Questions: <ul style="list-style-type: none">• How can we care for the environment?• How can we help the world around us?	
Student Learning Objectives: <ul style="list-style-type: none">• Investigate communities faced with specific environmental problems.• Design, present and implement a class project to help the world around them.	
Suggested Activities <ul style="list-style-type: none">• Introductory Video• Role Play/Experimental Activity• Design cartoons• Response Group Activity• Problem Solving Group Work• Create bumper stickers• Presentations• Brainstorm• Small Group work	Instructional Materials/Resources <ul style="list-style-type: none">• TCI textbook• TCI Interactive Student Notebook• TCI Online Interactive• Maps/Globe• Teacher Made Materials*• Video Clips• Leveled Readers* <i>*includes varied levels of text</i>
Pacing: approx # of class periods: 19 total days	

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NJ Student Learning Standards for Social Studies :[SOC.6.1.4.B.5 - \[Cumulative Progress Indicator\] - Describe how human interaction impacts the environment in New Jersey and the United States.](#)

[SOC.6.3.4.B.1 - \[Cumulative Progress Indicator\] - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.](#)

[SOC.6.1.4.B.9 - \[Cumulative Progress Indicator\] - Relate advances in science and technology to environmental concerns, and to actions taken to address them](#)

Interdisciplinary Connections

Language Arts Literacy

- **LA.RI.3.1** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **LA.RI.3.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **LALA.W.3.7** - Conduct short research projects that build knowledge about a topic.
- **W.3.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **NJLSA.R3** - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **NJLSA.W1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Other Interdisciplinary Connection:

- **TECH.8.1.5.A.1** - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- **Asking Questions and Defining Problems**
- **Planning and Carrying Out Investigations**
- **Engaging in Argument from Evidence**
- **Constructing Explanations and Designing Solutions**

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit.

21st Century Life and Career Skills

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.

X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Interactive Notebook TCI Online Activities Class work/participation Critical Thinking Skill Activity Field Trip (virtual) Leveled Reading Activities Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers
 Alternative Assessments
 Goal Setting with Students
 Homework Options
 Frequent Breaks
 Tests Read Aloud
 Color Coded Assignments
 Cooperative Learning
 Picture Vocabulary Wall
 Anchor Charts of Concepts

Personal Maps
 Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted & Talented
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk Small group instruction/Assessments Repeat Verbal Instructions Seating Accommodations Extended Time for Assessments/Modified Assessments Guided Practice	

Internet Resources

National Atlas and Map Maker <http://nationalatlas.gov/>
 United States Census Bureau http://factfinder.census.gov/home/saff/main.html?_lang=en
 National Park Service <http://tpd.cr.nps.gov/nhl/>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem/>
 Textbook Supplements www.tci.com

