

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District



Course Name: Social Studies

Grade: 4th

Board Approved: **September 8, 2022**

*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

New Jersey Student Learning Standards – Social Studies

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

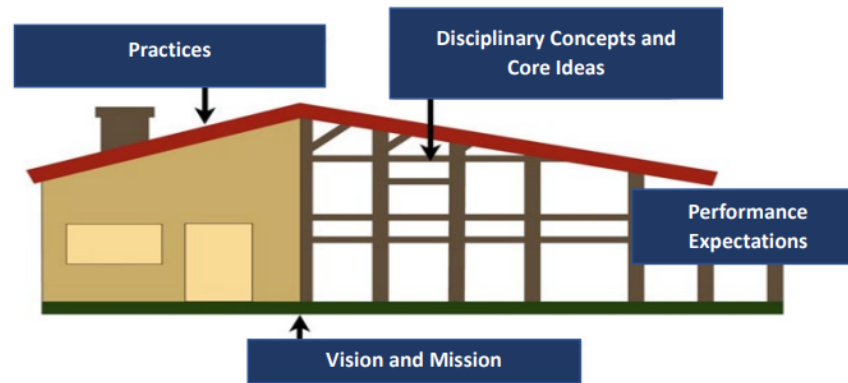
All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success



In this diagram:

- The Vision and Mission serve as the foundation for each content area's standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 5

- In a representative democracy, individuals play a role in how government functions.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.

Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 5

- Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- A major role of citizens in a representative democracy is to make responsible decisions about who should govern

Civics, Government, and Human Rights: Democratic Principles

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the end of grade 5

- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Civics, Government, and Human Rights: Processes and Rules

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the end of grade 5

- There are different processes for establishing rules and laws. • Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

Civics, Government and Human Rights: Human and Civil Rights

Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 5

- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.

Civics, Government and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.

By the end of grade 5

- Certain dispositions help individuals contribute to the health of American democracy.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 5

- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

Geography, People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 5

- Regions form and change as a result of unique physical conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.

Geography, People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 5

- Environmental and cultural characteristics influence where and how people live.
- Human activity affects the cultural and environmental characteristics of places and regions.
- Cultural and environmental characteristics change over time.

Geography, People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 5

- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

Economics, Innovation and Technology: Economic Ways of Thinking

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 5

- Economic decision-making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

Economics, Innovation and Technology: Exchange and Markets

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 5

- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.

Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 5

- The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 5

- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 5

- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 5

- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 5

- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 5

- Historians use evidence from multiple sources to support their claims and arguments about the past.

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.

Practice	Description
Developing Questions and Planning Inquiry	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.
Gathering and Evaluating Sources	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.
Seeking Diverse Perspectives	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.
Developing Claims and Using Evidence	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.
Presenting Arguments and Explanations	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.
Engaging in Civil Discourse and Critiquing Conclusions	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.
Taking Informed Action	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.

Standards in Action: Climate Change

At the core of social studies education is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues. As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLS-SS

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the

21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts.

The *core ideas* are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

Coding of Performance Expectations

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

Civics, Government and Human Rights (Civics)

- 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)

Geography, People and the Environment (Geo)

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

Economics, Innovation and Technology (Econ)

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

History, Culture and Perspectives (History)

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

For Standards 6.1, grades K–2 and 3–5, and 6.3, all grades, the performance expectation code should be interpreted as follows (e.g., 6.1.2.CivicsCP.1):

6.1	2	CivicsCP	1
Standard number	By the end of grade	Strand Disciplinary Concept	Performance Expectation

About the NJSL-SS Eras

The specific time periods (years) and names of the eras were informed by National Standards for History.

Standard 6.1 U.S. History: America in the World by the End of Grade 5

- Era 1 Three Worlds Meet (Beginnings to 1620)
- Era 2 Colonization and Settlement (1585–1763)

Standard 6.1 U.S. History: America in the World by the End of Grade 8

- Era 3 Revolution and the New Nation (1754–1820s)
- Era 4 Expansion and Reform (1801–1861)
- Era 5 Civil War and Reconstruction (1850–1877)

Standard 6.1 U.S. History: America in the World by the End of Grade 12

- Era 1 Colonization and Settlement (1585–1763)
- Era 2 Revolution and the New Nation (1754–1820s)
- Era 3 Expansion and Reform (1801–1861)
- Era 4 Civil War and Reconstruction (1850–1877)
- Era 5 The Development of the Industrial United States (1870–1900)
- Era 6 The Emergence of Modern America: Progressive Reforms (1890–1930)
- Era 7 The Emergence of Modern America: World War I (1890–1930)
- Era 8 The Emergence of Modern America: Roaring Twenties (1890–1930)
- Era 9 The Great Depression and World War II: The Great Depression (1929–1945)
- Era 10 The Great Depression and World War II: New Deal (1929–1945)
- Era 11 The Great Depression and World War II: World War II (1929–1945)
- Era 12 Postwar United States: Cold War (1945 to early 1970s)
- Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

- Era 14 Contemporary United States: Domestic Policies (1970–Today)
- Era 15 Contemporary United States: International Policies (1970–Today)
- Era 16 Contemporary United States: Interconnected Global Society (1970–Today)

Standard 6.2 World History / Global Studies by the End of Grade 8

- Era 1 The Beginnings of Human Society
- Era 2 Early Civilizations and the Emergence of Pastoral People (4000–1000 BCE)
- Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
- Era 4 Expanding Exchanges and Encounters (500–1450 CE)

Standard 6.2 World History / Global Studies by the End of Grade 12

- Era 1 Emergence of the First Global Age (1350–1770)
- Era 2 Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
- Era 3 Age of Revolutions (1750–1914)
- Era 4 A Half-Century of Crisis and Achievement (1900-1945)
- Era 5 The 20th Century Since 1945 (1945-Today)
- Era 6 Contemporary Issues

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. Curriculum writers and educators are encouraged to use essential questions (or develop their own) to inform the creation of their social studies curriculum and learning experiences.

	1. Civics	2. Geography	3. Human Dignity	4. Economics	5. History	6. Cultural Diversity
GRADE 4	<p>How are the N.J. and U.S. governments organized and why?</p> <p>How do national and state government share power in a federal system of government?</p> <p>How does the Constitution limit the power of the government?</p>	<p>What impact do decisions at the local and state level on how to use land and resources have on the environment and on how people live?</p> <p>How has the use of land and resources changed over time, and what has the impact been on the</p>	<p>How do (can) governments promote the dignity and rights of all people?</p> <p>How have individuals or groups taken actions to promote the dignity and rights of people (ML. King)?</p> <p>How can I influence</p>	<p>What is an economic system?</p> <p>How do economic systems and decisions affect peoples’ lives and communities (local/global)?</p> <p>How do people in different places and times make decisions about how</p>	<p>How have events of the past shaped the present?</p> <p>How did the decisions of individuals and groups influence the creation of New Jersey and the United States?</p> <p>How and why are American ideals</p>	<p>Why do people from diverse cultures have different perspectives?</p> <p>Why might people from diverse cultures experience conflict?</p> <p>How can people from diverse cultures cooperate and coexist?</p> <p>How does understanding multiple</p>

	<p>What fundamental rights are protected in the Bill of Rights?</p> <p>How do the rights contribute to the improvement of American democracy?</p> <p>How are you a member/citizen of your town, state, country and world?</p>	<p>environment?</p> <p>How can I affect or influence positive changes to the ways we interact with the environment?</p> <p>How can I use information from maps, globes and other sources of information to understand the past and to make better decisions about the present?</p>	<p>others to make good decisions that will uphold the dignity and rights of others?</p> <p>Why is it important to understand multiple perspectives (in history or today)?</p>	<p>to utilize their resources?</p> <p>How and why are the economies of places/times different?</p> <p>What influences the development and change within economies (innovation, communication, transportation, entrepreneurship, etc.)</p> <p>Why explore?</p>	<p>such as equality, liberty and consent of the governed embodied in key historic documents (Mayflower Compact, Declaration of Independence, U.S. Constitution and Bill of Rights)?</p> <p>How do we know what happened in the past?</p> <p>What are primary sources and how do we use them to learn about history?</p>	<p>perspectives help us to make more informed decisions?</p>
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New Jersey Administrative Code Summary and Statutes

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

N.J.A.C.6A:8-5.1 (a) 1. iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

N.J.A.C.6 A:8-5.1 (a) 1. v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,NJSA 18A:35-2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:35-2.1 Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian American and Pacific Islanders:18A:35-4.44

A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

2020 New Jersey Student Learning Standards – Social Studies

6.1 U.S. History: America in the World by the End of Grade 5:

Civics, Government, and Human Rights: Civics and Political Institutions

Core Idea	Performance Expectations
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In a representative democracy, individuals play a role in how government functions.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.6: Distinguish the roles and responsibilities of the three branches of the national government. • 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. • 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. • 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials)	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or

democracy is to make responsible decisions about who should govern.	national public office with the responsibilities of the position.
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Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> • 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). • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). • 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

Civics, Government, and Human Rights: Processes and Rules

Core Idea	Performance Expectations
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> • 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. • 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
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"> • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. • 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
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"> • 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther

	<p>King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p> <ul style="list-style-type: none"> • 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
Individuals have the right to be safe and not to be bullied or discriminated against.	<ul style="list-style-type: none"> • 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Civics, Government, and Human Rights: Civic Mindedness

Core Idea	Performance Expectations
Certain dispositions help individuals contribute to the health of American democracy	<ul style="list-style-type: none"> • 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. • 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. • 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. • 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

Geography, People, and the Environment: Human Population Patterns

Core Idea	Performance Expectations
Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<ul style="list-style-type: none"> • 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. • 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States
Patterns of settlement differ markedly from region to	<ul style="list-style-type: none"> • 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the

region, place to place, and time to time.	<p>location of natural resources and sometimes results in conflict.</p> <ul style="list-style-type: none"> • 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.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition	<ul style="list-style-type: none"> • 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.

Geography, People, and the Environment: Spatial Views of the World

Core Idea	Performance Expectations
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> • 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). • 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. • 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. • 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). • 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

Geography, People, and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> • 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

	<p>environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <ul style="list-style-type: none"> • 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
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Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
<p>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.</p>	<ul style="list-style-type: none"> • 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. • 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. • 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. • 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
<p>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</p>	<ul style="list-style-type: none"> • 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make
<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>	<ul style="list-style-type: none"> • 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.

Economics, Innovation, and Technology: Exchange and Markets

Core Idea	Performance Expectations
<p>The availability of human capital, physical capital, and/or natural resources has contributed to the</p>	<ul style="list-style-type: none"> • 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

specialization of trade and production.	<p>goods and services (i.e., human capital, physical capital, natural resources).</p> <ul style="list-style-type: none"> • 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products. • 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.	<ul style="list-style-type: none"> • 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. • 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries

Economics, Innovation, and Technology: National Economy

Core Idea	Performance Expectations
The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. • 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society. • 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Economics, Innovation, and Technology: Global Economy

Core Idea	Performance Expectations
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> • 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the

	<p>world.</p> <ul style="list-style-type: none"> • 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. • 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations. • 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. • 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
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History, Culture, and Perspectives: Continuity and Change

Core Idea	Performance Expectations
Chronological sequencing helps us track events over time.	<ul style="list-style-type: none"> • 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. • 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> • 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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. • 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. • 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.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. • 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 in New Jersey. • 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. • 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on

	<p>government structures.</p> <ul style="list-style-type: none"> • 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies. • 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. • 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. • 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).
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History, Culture, and Perspectives: Understanding Perspectives

Core Idea	Performance Expectations
Events may be viewed differently based on one's perspective.	<ul style="list-style-type: none"> • 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. • 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. • 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture. • 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"> • 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.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Core Idea	Performance Expectations
There are a variety of sources that help us understand the past.	<ul style="list-style-type: none"> • 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact

	the exploration had.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> • 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.

History, Culture, and Perspectives: Claims and Argumentation

Core Idea	Performance Expectations
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"> • 6.1.5.HistoryCA.1: 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.

6.3 Active Citizenship in the 21st Century by the end of Grade 5

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Performance Expectations
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"> • 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. • 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
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<ul style="list-style-type: none"> • 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

Geography, People, and the Environment: Human Environment Interaction

Core Idea	Performance Expectations
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> • 6.3.5.GeoHE.1: 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.

Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	<ul style="list-style-type: none"> • 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> • 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Social Studies Curriculum - Grade 4

<p>STANDARD: 6.1 U.S. History: America in the World: 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.</p>		
<p align="center">Unit 1: The United States Government and American Citizenship</p>		
ESTABLISHED GOALS (Indicator #)	TRANSFER (How will this apply to their lives?)	
<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><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> • List the three branches of the government within the United States. • Identify each branch of government’s leader, how it is set up, and the roles and responsibilities for each branch. • Understand how a democracy works on behalf of the people. • Understand how an immigrant becomes a citizen of the United States. • Understand that in order for global problems to be solved, there must be collaboration from individuals, groups, and nations 	
<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 align="center">UNDERSTANDINGS</p> <p><i>Students will ...</i></p> <ul style="list-style-type: none"> • Explain how national and state governments share power in the federal system of government • 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 align="center">MEANING</p> <p align="center">ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What are the branches of the federal and state governments? How do they operate? 2. How do representatives in a democracy act on the behalf of the people? 3. What is the process to becoming a United States citizen?

<p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</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 power in the federal system of 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.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</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.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p>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.</p> <p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</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>6.1.5.CivicsDP.2: 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>6.1.5.CivicsDP.3: Describe the role of religious</p>	<ul style="list-style-type: none"> ● 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. ● Describe the process by which immigrants become United States citizens. ● explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. 	<p>4. How do individuals, groups, and nations work together to solve global problems?</p>
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freedom and participatory government in various North American colonies.

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.2: 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, inspired social activism in subsequent generations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute(d) to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

Unit 1: Grade 4 - Lessons

Lesson 1 - Three Branches of the United States government

6.1.5.CivicsPI.1; 6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.8; 6.1.5.CivicsPI.9; 6.1.5.CivicsPD.1; 6.1.5.CivicsDP.1; 6.1.5.CivicsPR.2; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6

Identify that there are three branches within the United States government; each with its own structure, leaders, and roles and responsibilities; understand that each is designed to address specific issues and concerns. Discuss the vocabulary and complete vocabulary cards. Use the glossary and share out the meanings. Add the vocabulary terms to the interactive Social Studies notebook. Play a game of “I Have...Who has-” to review the vocabulary. [I Have ...Who Has... - Template with directions](#)

Lesson 2 - U.S. representative democracy

6.1.5.CivicsPI.1; 6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.8; 6.1.5.CivicsPI.9; 6.1.5.CivicsPD.1; 6.1.5.CivicsPD.3; 6.1.5.CivicsPD.4; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4

Understand and explain how the United States functions as a representative democracy; describe the roles of the elected officials and how they interact with citizens at the local, state, and national level. Use a graphic organizer to document the roles of the representatives on the local, state, and national level. Share student’s findings with the class. Add information to the interactive Social Studies notebook.

Lesson 3 - Purpose and functions of government

6.1.5.CivicsPI.1; 6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.7; 6.1.5.CivicsPI.8; 6.1.5.CivicsPI.9; 6.5.5.CivicsDP.1; 6.1.5.CivicsPD.2; 6.1.5.CivicsPD.3; 6.1.5.CivicsDP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6

Compare and contrast how the government functions at the community, county, state, and national levels, the services each provides, and the impact of policy decisions made at each level. Break into groups, with each group representing a level of the government (community, county, state, or national); groups will research the services each level of government provides and the policy they are responsible for. After research is complete, groups will share their findings with the class.

Lesson 4 - Immigration and citizenship

6.1.5.CivicsPI.2; 6.1.5.CivicsPR.2; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.6

Identify the steps in the process by which immigrants become citizens of the United States. Watch the video- [Becoming a United States Citizen: What You Need to Know](#) . Then takes notes on the video and share out information with a partner. Document the steps in their Social Studies interactive notebook.

Lesson 5 - Human Rights

6.1.5.CivicsPD.2; 6.1.5.CivicsPD.3; 6.1.5.CivicsPD.4; 6.1.5.CivicsDP.1; 6.1.5.CivicsDP.2; 6.1.5.CivicsDp.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1;
 6.1.5.CivicsHR.2; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.4;
 6.1.5.CivicsCM.5; 6.1.5.CivicsCM.6

Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. Explore organizations and the services they provide for people in need on the national and international levels. Add the organizations and the services that they provide into a chart in the interactive Social Studies notebook. See Resources Folder for Grade 4 for chart samples

Lesson 6 - Elected representatives

6.1.5.CivicsPI.1; 6.1.5.CivicsPI.3; 6.1.5.CivicsPI.4; 6.1.5.CivicsPI.5; 6.1.5.CivicsPI.6; 6.1.5.CivicsPI.8; 6.1.5.CivicsPI.9; 6.1.5.CivicsPD.1;
 6.1.5.CivicsDP.1; 6.1.5.CivicsPR.2; 6.1.5.CivicsCM.4; 6.1.5.CivicsCM.6;

Review the branches of government and their roles and responsibilities; identify the roles and responsibilities for elected representatives on all levels; Use Kahoot or Jeopardy games to review for this section of the unit.

Lesson 7 - Community organizations and advocates

6.1.5.CivicsPI.2; 6.1.5.CivicsPR.2; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.2; 6.1.5.CivicsHR.3; 6.1.5.CivicsHR.4;
 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.6

Review the process for becoming an American citizen. Review the organizations (nationally and internationally) that provide aid to nations and people in need; list the organization name and the service they provide. Use Kahoot or Jeopardy games to review for this section of the unit.

Lesson 8 - Participating in government

6.1.5.CivicsPD.2; 6.1.5.CivicsPD.3; 6.1.5.CivicsDP.1; 6.1.5.CivicsPR.1; 6.1.5.CivicsPR.3; 6.1.5.CivicsPR.4; 6.1.5.CivicsHR.1; 6.1.5.CivicsHR.2;
 6.1.6.CivicsHR.3; 6.1.5.CivicsHR.4; 6.1.5.CivicsCM.1; 6.1.5.CivicsCM.2; 6.1.5.CivicsCM.3; 6.1.5.CivicsCM.5; 6.1.5.CivicsCM.6

Assessment-Reforming Government: Persuasive Letter

See the directions in suggested performance task

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> Fist of five Think pair share Turn and talk Exit tickets Round Robin Quizzes Homework H.O.T. questioning Graphic Organizers Journal Entry/ Double Journal Entry 1 Sentence Summaries Open Ended Questions Learning Logs 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> Teacher created tests/quizzes Unit Projects End of the Unit Writing Project (using a rubric) End of the Unit Test
Alternative Assessments	

Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4 -Innovating 3 - Applying: 2 - Developing 1 - Beginning</p>	<p>Suggestion: Performance Task</p> <p style="text-align: center;"><u>Reforming Government: Persuasive Letter</u></p> <p>Remind students that citizens can play an active role in government. Citizens can sign petitions or write letters to government officials to call for reforms. The goal of these changes is to make life better for Americans.</p> <p>For this assignment students will conduct research on a member from the House of Representatives or State Senator. During the research students will gather the contact information for the government official. Students will then write a persuasive letter to their representative in Congress. In the letter, students should identify problems in the world today and propose reasonable solutions. Remind Students to provide examples to support their opinions.</p>	
District/School Texts		District/School Supplementary Resources
<p>Into Social Studies - Lawnside New Jersey Studies Weekly- (<i>Merchantville</i>) New Jersey Adventures (Barrington)</p>		<p><i>Into Social Studies</i></p> <p><i>Unit 5 Magazine: Pre Columbian: People of America</i> <i>Unit 12 Magazine: How Americans Live</i> <i>Unit 13 Magazine: How Government Works</i> <i>Unit 15 Magazine: Our North American Neighbor</i></p> <p>Scholastic News Brainpop/ Brainpop jr Flocabulary Newsela Readworks.org</p>
Interdisciplinary Connections		
<p>ELA LA.4.RL.4.1, 4.4, and 4.7 LA.4.RI.4.4, 4.7, and 4.10 LA.4.W.4.2,4.4 LA.4.SL.4.1</p>	<p>Math MA.4.4.NBT.A.2 MA.4.4.NBT.B.4 MA.4.4.MD.A.2</p>	<p>Science SCI.3-4.5.1.4.A.1 SCI.3-4.5.1.4.B.a SCI.3-4.5.1.4.C.1</p>
<p>21st Century Skills/Career Education CAEP.9.2.4.A.1 CAEP.9.2.4.A.2 9.3.GV.1 9.3.GV.2</p>	<p>Technology TECH.8.1.5.A.CS2 TECH.8.1.5.B.CS2 TECH.8.1.5.C.CS2</p>	
Modifications and Accommodations		
<p><u>Special Education Students</u> Small group Direct instruction restate/rephrase graphic organizers modified assignments</p>	<p><u>English Language Learners</u> Labels word banks visuals student friendly definitions extended time</p>	<p><u>Students at Risk of School Failure</u> leveled text graphic organizers modified assignments kinesthetic activities restate/rephrase</p>

chunking leveled text intentional grouping read text extended time breaks	chunking intentional grouping	chunking intentional grouping
<u>Gifted and Talented</u> extension project leveled text leadership roles intentional grouping Targeted learning from assessment	<u>Students with 504 Plans</u> breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	
Unit Duration: Instructional Days		
40 days		

STANDARD: 6.1 U.S. History: America in the World: 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.

Unit 2: Our Physical Environment

ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)
<p>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).</p> <p>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.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ● Understand how places are characterized by their physical and human properties. ● Understand that human activities can endanger and accommodate the physical environment. ● Understand that regions form and change as a result of cultures, economics, and physical/ecological conditions. ● Understand that advancements in Science and technology can have unintended consequences that make an impact on people and society. ● Understand that urban areas share the same physical characteristics, but have cultural differences.

distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

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.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

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.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.

<p>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).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</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.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>		
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will ...</i></p> <ul style="list-style-type: none"> ● Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. ● 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. ● Explain why some locations in New Jersey and the United States are more suited for settlement than others. ● Compare ways people choose to use and distribute natural resources. 	<ol style="list-style-type: none"> 1. What are the characteristics of regions within the United States based on culture, economics and physical environment? 2. How did human actions impact the environment in New Jersey and the United States? 3. How does the availability of resources, landforms, and climate impact where and how people live and work in New Jersey and the United States? 4. How are natural resources used and distributed? 5. What are the major cities in New Jersey and the United States that can be utilized to understand cultural differences? 6. How does technology and science advances relate to

	<ul style="list-style-type: none">• 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• Describe how human interaction impacts the environment in New Jersey and the United States.• Relate advances in science and technology to environmental concerns, and to actions taken to address them.	environmental concerns? What actions are taken to address these concerns?
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Unit 2: Grade 4 - Lessons

Lesson 1 - Physical geography of Earth

6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.4; 6.1.5.GeoSV.5; 6.1.5.GeoPP.2; 6.1.5.GeoPP.5; 6.1.5.GeoPP.6; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2;
6.1.6.GeoHE.3; 6.1.5.GeoGI.1; 6.1.5.GeoGI.2; 6.1.5.GeoGI.3; 6.1.5.GI.4

Describe how landforms, climate, and weather, along with availability of resources have impacted where and how people live and work in NJ and the United States. [Landform Activities for kids](#) [Landform Printables](#)

Lesson 2 - Human-Environment Interaction

6.1.5.GeoSV.4; 6.1.5.GeoSV.5; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoPP.4; 6.1.5.GeoPP.5; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoHE.3;
6.1.5.GeoGI.1; 6.1.5.GeoGI.2; 6.1.5.GeoGI.3; 6.1.5.GeoGI.4

Explain how human interaction impacts the environment in New Jersey and in the United States. Class will be broken into groups. Each group will be assigned to come up with positive or negative effects that human interaction has on the environment. Share out how human interaction positively or negatively can affect the environment. Add the information into a chart located in the Social Studies interactive notebook.

Lesson 3 - U.S. Regions

6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.4; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.4; 6.1.5.GeoPP.5; 6.1.5.GeoGI.3, 6.1.5.GeoGI.4

Compare and contrast the characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. [Regions of the U.S.](#)

Lesson 4 - Settlement patterns

6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.4; 6.1.5.GeoSV.5; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoPP.4; 6.1.5.GeoPP.5;
6.1.5.GeoPP.6; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoHE.3; 6.1.5.GeoGI.1; 6.1.5.GeoGI.2; 6.1.5.GeoGI.3; 6.1.5.GeoGI.4

Explain why some areas in the United States and New Jersey are more suited for settlement than others. Discuss what it means to be suited for settlement. Display examples of suited land and unsuited land for settlement.

Lesson 5 - Natural resources

6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.4; 6.1.5.GeoSV.5; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoHE.1; 6.1.5.GeoGI.2;
6.1.5.GeoGI.3; 6.1.5.GeoGI.4

Review our natural resources. [Natural Resources](#) Then, list ways in which people have chosen to use and distribute natural resources. Write in their interactive Social Studies notebook how natural resources they use and how they use it.

Lesson 6 - People and resources

6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.3; 6.1.5.GeoSV.4; 6.1.5.GeoSV.5; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoHE.1;
6.1.5.GeoHE.2; 6.1.5.GeoHE.3

Identify characteristics of regions in the United States. List the natural resources and explain how each is used. Review for assessment. Play Kahoot! or another game/teacher created activity to review for Unit 2 assessment.

Lesson 7 - Technology and the environment

6.1.5.GeoSV.3; 6.1.5.GeoSV.4; 6.1.5.GeoSV.5; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoHE.3

Relate advances in technology to environmental concerns, and actions taken to address them.

Lesson 8 - Population patterns

6.1.5.GeoSV.1; 6.1.5.GeoSV.2; 6.1.5.GeoSV.4; 6.1.5.GeoSV.5; 6.1.5.GeoPP.1; 6.1.5.GeoPP.2; 6.1.5.GeoPP.3; 6.1.5.GeoSV.4; 6.1.5.GeoPP.5;
6.1.5.GeoSV.6; 6.1.5.GeoHE.1; 6.1.5.GeoHE.3; 6.1.5.GeoTI.1; 6.1.5.GeoGI.2; 6.1.5.GeoGI.3; 6.1.5.GeoGI.4

Identify and label major cities in New Jersey and the United States on a map. Explain how demographic and geographic tools can be used to understand cultural differences. Add the map to the Social Studies interactive notebook. [Super Teachers- Blank map of U.S.](#)

Lesson 9 - Assessment

Assessment- Teacher created assessment on Unit 2 standards.

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>		<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>	
Fist of five Think pair share Turn and talk Exit tickets Round Robin Quizzes Homework H.O.T. questioning Graphic Organizers Journal Entry/ Double Journal Entry 1 Sentence Summaries Open Ended Questions Learning Logs		Into Social Studies <i>Unit 1 Magazine: Geography</i> <i>Unit 2 Magazine: United States Landscapes</i> <i>Unit 3 Magazine: Climate</i> <i>Unit 4 Magazine: Conservation</i> <i>Unit 6 Magazine: All About Regions</i> <i>Unit 7 Magazine: The Northeast</i> <i>Unit 8 Magazine: The Southeast</i> <i>Unit 9 Magazine: The Mideast</i> <i>Unit 10 Magazine: The Southwest</i> <i>Unit 11 Magazine: The West</i> Teacher created tests/quizzes Unit Projects End of the Unit Writing Project (using a rubric) End of the Unit Test	
Alternative Assessments			
Evaluative Criteria		Assessment Evidence	
Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments: 4 - Innovating: 3 - Applying: 2 - Developing 1 - Beginning		Suggestion: Performance Task <u>Major Cities in New Jersey and the United States: Identifying Cultural Differences</u> 1) As a class, students will use a blank map of the United States to identify and label the major cities within each region. Next, break students into groups/partners. The partners/groups will choose a city from the map and research the population and information for the city. Then, the groups will research and identify cultural norms for the ethnic group of their region. The research is in written form. It can be handwritten or typed. See the link below for guidance. Once all groups are finished, each group will share out with the class in presentation form. The goal of this activity is for students to recognize and identify the physical and cultural differences within the United States. State Report Guidelines 2) Divide students into groups and give them an outline map of the United States. Tell them that 50 states and capitals are too many to remember. Their goal is to create new boundaries for no more than 15 states. They must choose an existing city within their new state as the capital. They must also come up with a new name for each state. Each group will present a "new" US map and explain why they created their new states the way they did.	
District/School Texts		District/School Supplementary Resources	

<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>Into Social Studies (<i>Lawnside</i>) New Jersey Studies Weekly- (<i>Merchantville</i>) New Jersey Adventures (Barrington)</p>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p>Into Social Studies Unit</p> <p>Scholastic News Brainpop/Brainpopjr. Flocabulary Newsela Readworks.org</p>
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Interdisciplinary Connections

<p>ELA LA.4.RL.4.1, 4.4, and 4.7 LA.4.RI.4.4, 4.7, and 4.10 LA.4.W.4.2,4.4 LA.4.SL.4.1</p>	<p>Math MA.4.4.NBT.A.2 MA.4.4.NBT.B.4 MA.4.4.MD.A.2</p>	<p>Science SCI.3-4.5.1.4.A.1 SCI.3-4.5.1.4.B.a SCI.3-4.5.1.4.C.1</p>
<p>21st Century Skills/Career Education CAEP.9.2.4.A.1 CAEP.9.2.4.A.4 9.3.ST.3 9.3.IT.6</p>	<p>Technology TECH.8.1.5.A.3 TECH.8.1.5.C.CS1 TECH.8.1.5.C.CS2 TECH.8.1.5.C.CS3</p>	

Modifications and Accommodations

<p><u>Special Education Students</u> Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks</p>	<p><u>English Language Learners</u> Labels word banks visuals student friendly definitions extended time chunking intentional grouping</p>	<p><u>Special Education Students</u> Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks</p>
<p><u>Gifted and Talented</u> extension project leveled text leadership roles intentional grouping Targeted learning from assessment</p>	<p><u>Students with 504 Plans</u> breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time</p>	

Unit Duration: Instructional Days

40 days

STANDARD: 6.1 U.S. History: America in the World: 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. (This standard can remain for all grade levels)

Unit 3: Products, Services, Resources and Technology

ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)	
<p>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.</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ● Realize that new products and services are a result of creativity and innovation. ● The availability of resources and technology are related to economic opportunities. 	
<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.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.</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.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>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).</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 align="center">MEANING</p> <p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> ● Evaluate the impact of ideas, invention, and other contributions of prominent figures who lived in New Jersey. ● Examine the qualities of entrepreneurs in a capitalistic society. ● 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. ● Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. 	<p align="center">MEANING</p> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How does creativity and innovation affect new products and services? 2. What is an entrepreneur? What are their qualities? How have they contributed to New Jersey? 3. How do geography, natural resources, climate, transportation, technology and the labor force play a role in New Jersey's economic opportunities? 4. How has the development of the transportation systems impacted New Jersey's economy?

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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

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.

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).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

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.

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.6: Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

<p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>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.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>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.</p> <p>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.</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</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>		
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Unit 3: Products, Services, Resources and Technology - Lessons

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Fist of five Think pair share Turn and talk</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

Exit tickets
Round Robin
Quizzes
Homework
H.O.T. questioning
Graphic Organizers
Journal Entry/ Double Journal Entry
1 Sentence Summaries
Open Ended Questions
Learning Logs

Into Social Studies

Unit 1 Magazine: Geography
Unit 2 Magazine: United States Landscapes
Unit 6 Magazine: All ABOUT Regions
Unit 7 Magazine: The Northeast
Unit 8 Magazine: The Southeast
Unit 9 Magazine: The Mideast
Unit 10 Magazine: The Southwest
Unit 11 Magazine: The West
Unit 12 Magazine: How Americans Live

Teacher created tests/quizzes
Unit Projects
End of the Unit Writing Project (using a rubric)
End of the Unit Test

Unit 3: Grade 4- Lessons

Lesson 1 - New Jersey inventors & inventions

**6.1.5.EconNM.3;6.1.5.EconNM.4; 6.1.5.EconNM.6; 6.1.5.EconGE.1; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.2; 6.1.5.HistoryCC.3;
6.1.5.HistotyCC.9**

Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey. Discuss famous New Jersey figures and their contributions. Watch the video- [Notable Inventions](#) Discuss how their contributions have made an impact on the history of New Jersey. List the inventions/contributions that have had the greatest impact on them. their family, and community. Write and illustrate these contributions in their Social Studies Interactive Notebook.

Lesson 2 - Entrepreneurship

**6.1.5.EconET.1;6.1.5.EconET.2; 6.1.5.EconET.3; 6.1.5.EconEM.1; 6.1.5.EconEM.2; 6.1.5.EconEM.4; 6.1.5.EconNM.2; 6.1.5.EconNM.4;
6.1.5.EconNMN.6; 6.1.5.EconNM.7; 6.1.5.EconGE.1; 6.1.5.HistoryCC.9**

Examine the qualities of entrepreneurs in a capitalistic society. Define an entrepreneur. Add the definition to their Social Studies notebook -vocabulary section. Watch the video- [Teaching Entrepreneurship to Kids](#) or [Entrepreneurship: It's a Fact](#) Discuss the qualities of an entrepreneur. Create a mini plan for entrepreneur opportunity in the Social Studies Interactive Notebook.

Lesson 3 - Regions of New Jersey

**6.1.5.GeoSV.2; 6.1.5.GeoSV.4; 6.1.5.GeoPP.2; 6.1.5. GeoPP.4; 6.1.5.GeoHE.1; 6.1.5.GeoHE.2; 6.1.5.GeoGI.1; 6.1..GeoGI.4; 6.1.5EconEM.4;
6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.8; 6.1.5.HistoryUP.1**

Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force plays in economic development. Discuss the characteristics of each region in New Jersey and explain why these characteristics are important to the economic development in that area.

Lesson 4 - Transportation systems

**6.1.5 GeoSV.2; 6.1.5.GeoSV.4; 6.1.5.GeoPP.3; 6.1.5.GeoPP.4; 6.1.5.GeoPP.6; 6.1.5.GeoHE.2; 6.1.5.GI.16.1.5.GeoGI.4; 6.1.5.EconEM.4;
6.1.5.EconNM.2; 6.1.5.EconNM.3; 6.1.5.EconGE.1; 6.1.5.EconGE.2; 6.1.5.EconGE.4; 6.1.5.HistoryCC.1**

Describe how the development of different transportation and communication systems impacted the economics of New Jersey and the United States. Discuss how communication and transportation have changed over time. Discuss how these changes have made improvements to the economy.

Lesson 5 - Summary of New Jersey

Identify the contributions made by New Jersey figures. Explain how regions of New Jersey play different roles in New Jersey's economy. List how transportation has changed over time and how those changes have made an effect on the economy. Prepare for upcoming assessment on Unit 3.

Lesson 6 - Assessment

Teacher made and/or Performance Task- Appealing Advertisements: Favorite Places

Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p> <p>4 - Innovating: 3 - Applying: 2 - Developing 1 - Beginning</p>	<p>Suggestion: Performance Task</p> <p style="text-align: center;">Appealing Advertisements: Favorite Place</p> <p>In the late 1800's, entrepreneurs set up businesses in railroad towns. To attract customers, some companies began to create advertisements. Discuss with students the important characteristics of advertisements. For this assignment, students will create a written advertisement for one of their favorite places within New Jersey. Remind students to incorporate the important characteristics of advertisements that were previously discussed. Also, remind students that the purpose of an advertisement is to sell the thing or idea being presented. The goal is for this activity is for students to understand how entrepreneurs used advertisements to promote their service or product. Challenge students to think of catchy slogans for their advertisements. Class presentations to follow.</p>	
District/School Texts		District/School Supplementary Resources
<p>Into Social Studies(<i>Lawnside</i>)</p> <p>New Jersey Studies Weekly- (<i>Merchantville</i>)</p> <p>New Jersey Adventures (Barrington)</p>		<p>Scholastic News Brainpop/Brainpopjr. Flocabulary Newsela Readworks.org</p>
Interdisciplinary Connections		
<p>ELA LA.4.RL.4.1, 4.4, and 4.7 LA.4.RI.4.4, 4.7, and 4.10 LA.4.W.4.2,4.4 LA.4.SL.4.1</p>	<p>Math MA.4.4.NBT.A.2 MA.4.4.NBT.B.4 MA.4.4.MD.A.2</p>	<p>Science SCI.3-4.5.1.4.A.1 SCI.3-4.5.1.4.B.a SCI.3-4.5.1.4.C.1</p>
21st Century Skills/Career Education	Technology	

CAEP.9.2.4.A.1 CAEP.9.2.4.A.2 CAEP.9.2.4.A.3 9.3.MN.2	9.2.A.3 9.2.A.4 9.3.MK.10 9.3.12.BM.2	TECH.8.1.5.A.3 TECH.8.2.5.B.CS4 TECH.8.1.5.B.CS2 TECH.8.2.5.B. 6 TECH.8.1.5.F.CS2	
Modifications and Accommodations			
<u>Special Education Students</u> Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks	<u>English Language Learners</u> Labels word banks visuals student friendly definitions extended time chunking intentional grouping	<u>Special Education Students</u> Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks	
<u>Gifted and Talented</u> extension project leveled text leadership roles intentional grouping Targeted learning from assessment	<u>Students with 504 Plans</u> breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time		
Unit Duration: Instructional Days			
40 days			

STANDARD: 6.1 U.S. History: America in the World: 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. (This standard can remain for all grade levels)	
Unit 4: Immigration and Contributions to our history	
ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)
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.6: Distinguish the roles and	<i>Students will be able to independently use their knowledge to...</i> <ul style="list-style-type: none"> ● Identify where immigrants came from that settled in New Jersey. ● Understand how immigrants have impacted New Jersey and the United States. ● Understand how diverse cultures feel connected to the national heritage. ● Understand how the people and places around them are influenced by personal, family, and community

<p>responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p>	<p>history.</p> <ul style="list-style-type: none"> Understand the history of our town and how it has contributed to the history of New Jersey and/or our country 	
<p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p> <p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <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.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>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.</p>	MEANING	
	<p>UNDERSTANDINGS <i>Students will...</i></p> <ul style="list-style-type: none"> Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. Explain how key events led to the creation of the United States and the state of New Jersey/ Explain the role of Governor William Livingston played in the development of New Jersey government Determine the significance of New Jersey's role in the American Revolution Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. Describe how the influence of Native American groups, including the Lenni-Lenape culture, is manifested in different regions of New Jersey. Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. Explain how our town plays a role in history. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How have historical events, documents, and people contributed to the development of our state and country? Why did immigrants come to New Jersey and the United States? What impact has immigration had on New Jersey and the United States? What contributions did American Folklore and popular historical figures make toward out national heritage? How has our town (insert name) contributed to the state and country's history?

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

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.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

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).

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.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups

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.

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

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.

6.1.5.HistoryCA.1: 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.

Unit 4: Immigration and Contributions to our History - Lessons

Lesson 1 - European Colonization

6.1.5.HistoryCC.1; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.3; 6.1.5.History.CC.5; 6.1.5.HistoryCC.6; 6.1.5.HistorhyCC.8; 6.1.5HistoryCC.10;
6.1.5.History.CC11; 6.1.5.HistoryCC.12; 6.1.5HistoryCC.13;6.1.5.History.UP.16.1.5.HistoryUP.2;6.1.5.HistoryUP.3; 6.1.5.HistoryUP.4;
6.1.5.HistoryUP.5; 6.1.5.HistoryUP.6; 6.1.5.HistoryUP.7; 6.1.5.HistorySE.1; 6.1.5.HistorySE.2; 6.1.5.HistorySE.2

Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. Discuss who the first European settlers were, how they arrived in the United States, and the impact they made on the Native American population. [Early European Settlement in North America](#) Turn and talk about the video with a partner. Share information with the class. Complete an exit ticket.

Lesson 2 - Immigration to the United States

6.1.5.HistoryCC.1; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.3; 6.1.5.History.CC.5; 6.1.5.HistoryCC.6; 6.1.5.HistorhyCC.8; 6.1.5HistoryCC.10;
6.1.5.History.CC11; 6.1.5.HistoryCC.12; 6.1.5HistoryCC.13;6.1.5.History.UP.16.1.5.HistoryUP.2;6.1.5.HistoryUP.3; 6.1.5.HistoryUP.4;
6.1.5.HistoryUP.5; 6.1.5.HistoryUP.6; 6.1.5.HistoryUP.7; 6.1.5.HistorySE.1; 6.1.5.HistorySE.2; 6.1.5.HistorySE.2

Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America. Describe the challenges they encountered. Discuss who voluntarily immigrated to the United States and why. Discuss who involuntarily immigrated to the United States and why. Discuss and list the challenges they all faced in the new land. Document this information in a graphic organizer.

Lesson 3 - Voluntary Immigration to the United States

6.1.5.HistoryCC.1; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.3; 6.1.5.History.CC.5; 6.1.5.HistoryCC.6; 6.1.5.HistorhyCC.8; 6.1.5HistoryCC.10;
6.1.5.History.CC11; 6.1.5.HistoryCC.12; 6.1.5HistoryCC.13;6.1.5.History.UP.16.1.5.HistoryUP.2;6.1.5.HistoryUP.3; 6.1.5.HistoryUP.4;
6.1.5.HistoryUP.5; 6.1.5.HistoryUP.6; 6.1.5.HistoryUP.7; 6.1.5.HistorySE.1; 6.1.5.HistorySE.2; 6.1.5.HistorySE.2

Evaluate the impact of voluntary immigration on America's growth as a nation, historically and today. Read the article- [Immigration and Population](#) or a related article. Review the groups that have entered the United States voluntarily. (See chart in the article.) Discuss and list how they have impacted this country. Complete an exit ticket.

Lesson 4 - Creating New Jersey and the United States

6.1.5.HistoryCC.1; 6.1.5.HistoryCC.2; 6.1.5.HistoryCC.3;6.1.5.HistoryCC.4; 6.1.5.HistoryCC.5; 6.1.5.History.6; 6.1.5.HistoryCC.8;
6.1.5.HistoryCC.9; 6.1.5.HistoryCC.10; 6.1.5.HistoryCC.11; 6.1.5.HistoryCC.12; 6.1.5.HistoryCC.13; 6.1.5.HistoryCC.14;
6.1.5.HistoryCC.15; 6.1.5.HistoryUP.1; 6.1.5.HistoryUP.2; 6.1.5.HistoryUP.3; 6.1.5.HistoryUP.4; 6.1.5.HistoryUP.5; 6.1.5.HistoryUP.6;
6.1.5.HistoryUP.7; 6.1.5.HistorySE.1; 6.1.5.HistorySE.2; 6.1.5.HistoryCA.1

Explain how key events led to the creation of the United States and the state of New Jersey. Introduce key events that led to the creation of the United States (Revolutionary War, Declaration of Independence, and the Constitutional Convention.) Then read articles- [Declaration of Independence](#) [Revolutionary War](#) [Constitutional Convention](#) After reading, complete a timeline on the events that led to the creation of the United States. [Creating a Timeline](#)

Lesson 5 - William Livingston's impact on New Jersey and the United States

6.1.5.Civics.PI.2; 6.1.5.Civics.PI.6; 6.1.5.Civics.7; 6.1.5.Civics.PI.8; 6.1.5.Civics.PR.; 6.1.5.Civics.HR.1; 6.1.5.Civics.CM.5; 6.1.5.Civics.CM.6;
6.1.5.History.CC.1; 6.1.5.History.CC.3; 6.1.5.Civics.CC.5; 6.1.5.History.CC.9; 6.1.5.History.CC.13; 6.1.5.History.CC.15; 6.1.5.History.UP.5;
6.1.5.History.CA.1

Explain the role that William Livingston played in the development of New Jersey's government. Introduce William Livingston as one of the Founding Fathers of New Jersey. [Founding Fathers of New Jersey](#) List and share facts about his life. Explain how his actions led to the development of New Jersey. Complete an Exit Ticket about William Livingston.

Lesson 6 - New Jersey and the American Revolution

6.1.5.History.CC.1; 6.1.5.History.CC.2; 6.1.5.History.CC.3; 6.1.5.History.CC.13; 6.1.5.History.CC.15; 6.1.5.History.UP.2; 6.1.5.History.UP.5;
6.1.5.History.UP.6; 6.1.5.History.SE.2; 6.1.5.History.CA.1

Determine the role of New Jersey in the American Revolution. Review and discuss the events that have led to the American Revolution. Then watch the videos [Drive Thru History: NJ and the Revolutionary War](#) or [American Revolution](#). Review the causes and effects found in the text and in the video. Complete Cause & Effect worksheet

Lesson 7 - Slavery (New Jersey and the United States)

6.1.5.Civics.DP.1; 6.1.5.Civics.DP.2; 6.1.5.Civics.DP.3; 6.1.5.Civics.HR.1; 6.1.5.Civics.HR.2; 6.1.5.Civics.HR.4; 6.1.5.History.CC.1;
6.1.5.History.CC.2; 6.1.5.History.CC.4; 6.1.5.History.CC.5; 6.1.5.History.CC.7; 6.1.5.History.CC.10; 6.1.5.History.CC.11; 6.1.5.History.CC.13;
6.1.5.History.CC.14; 6.1.5.History.CC.15; 6.1.5.History.UP.1; 6.1.5.History.UP.2; 6.1.5.History.UP.3; 6.1.5.History.UP.5; 6.1.5.History.UP.6;
6.1.5.History.SE.1; 6.1.5.History.CA.1

Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. Read the article- [Atlantic Slave Trade Facts](#) and/or [Atlantic Slave Trade](#). Videos [Triangular Trade](#) or similar videos. Discuss the effects slavery has had on New Jersey, the nation, and individuals. Complete an Exit Ticket on the Trans- Atlantic Slave Trade.

Lesson 8 - Native Americans and New Jersey

6.1.5.History.CC.1; 6.1.5.History.CC.2; 6.1.5.History.CC.4; 6.1.5.History.CC.6; 6.1.5.History.CC.8; 6.1.5.History.CC.10; 6.1.5.History.CC. 11;
6.1.5.History.UP.2; 6.1.5.History.UP.3; 6.1.5.History.UP.4; 6.1.5.History.UP.5; 6.1.5. History.UP.6; 6.1.5.History.UP.7; 6.1.5.History.SE.1;
6.1.5.History.CA.1

Explain how the influence of Native American groups is manifested in different regions in New Jersey. Introduce the Native American Tribes from New Jersey. [Native American Tribes in NJ](#) / [Native People of NJ](#) List and discuss their ways of life. Explain how parts of their culture is manifested in NJ. Complete a Native American activity [Native American Activities](#).

Lesson 9 - Folklore of New Jersey and the United States

6.1.5.History.CC.2; 6.1.5.History.CC.3; 6.1.5.History.CC.9; 6.1.5.History.CC.11; 6.1.5.History.UP.5; 6.1.5.History.UP.6; 6.1.5.History.UP.7;
6.1.5.History.SE.1; 6.1.5.History.SE.2

Explain how folklore and the actions of famous historical and fictional characters from New Jersey and the United States contributed to the American national heritage. Explain what folklore is and provide examples. Discuss and share historical and fictional characters from New Jersey.

Lesson 10 - Local history

6.1.5.History.CC.1; 6.1.5.History.CC.6; 6.1.5.History.CC.8; 6.1.5.History.UP. 1; 6.1.5.History.UP.4; 6.1.5.History.UP.5; 6.1.5.History.UP.6;
6.1.5.History.UP.7; 6.1.5.History.SE.1; 6.1.5.History.2; 6.1.5.History.CA.1

Complete the K (What the students know about their town before the lesson) and W(What the students want to know about their town. These would be in question form, for this section.) sections of a KWL Chart. Discuss the history of your local town. Explain how and when it was developed. List the people involved in establishing the town and any famous people who are from your town. Share any historical information about your town. Use the computer to search your local town and take notes. Then complete the L section from the KWL chart (What the students learned from the lesson.) Students can also create a timeline of your towns history in their Social Studies Interactive Notebook.

Students will also discuss laws that New Jersey has put in to enhance and improve practices for all(AAPI, LGBTQ, Holucast, and Amistad) Students will research the impact of all laws within the state and town.

Lesson 11 - European Colonization (New Jersey and United States)

6.1.5.EconET.3;6.1.5.EconEM.6; 6.1.5.EconNM.2; 6.1.5EconNM.3; 6.1.5.EconNM.4; 6.1.5.HistoryCC.1; 6.1.5.HistoryCC.2;
 6.1.5.HistoryCC.4; 6.1.5.HistoryCC.5; 6.1.5.HistoryCC.6; 6.1.5.HistoryCC.7; 6.1.5.HistoryCC.8; 6.1.5.HistoryCC.12; 6.1.5.HistoryCC.13;
 6.1.5.HistoryCC.14; 6.1.5.HistoryUP.1; 6.1.5.HistoryUP.3; 6.1.5.HistoryUP.5 6.1.5.HistoryuUP.6; 6.1.5.HistoryUP.7; 6.1.5.HistorySe.1;
 6.1.5.HistorySE.2; 6.1.5.HistoryCA.1

Discuss the impact of European colonization on the Native Americans. Explain how other groups also came to New Jersey and the United States. Finish reviewing in preparation of the Unit 4 assessment.

Lesson 12 - Assessment

Teacher made assessment and/or performance task- State/National History Brochure

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Fist of five Think pair share Turn and talk Exit tickets Round Robin Quizzes Homework H.O.T. questioning Graphic Organizers Journal Entry/ Double Journal Entry 1 Sentence Summaries Open Ended Questions Learning Logs</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Into Social Studies <i>Unit 5 Magazine: Pre Columbian : People of America</i> <i>Unit 6 Magazine: All ABOUT Regions</i> <i>Unit 7 Magazine: The Northeast</i> <i>Unit 8 Magazine: The Southeast</i> <i>Unit 9 Magazine: The Mideast</i> <i>Unite 10 Magazine: The Southwest</i> <i>Unit 11 Magazine: The West</i> <i>Unit 12 Magazine: How Americans Live</i> <i>Unit 13 Magazine: How Government Works</i> <i>Unit 14 Magazine: Inventions</i></p> <p>Teacher created tests/quizzes Unit Projects End of the Unit Writing Project (using a rubric) End of the Unit Test</p>

Alternative Assessments

Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric: Use the following or similar rubric to evaluate students' performance on lesson assessments:</p>	<p>Suggestion: Performance Task</p> <p>People Who Have Contributed to our State and National History: Brochure</p>

<p>4 - Innovating: 3 - Applying: 2 - Developing 1 - Beginning</p>	<p>Review with students the diversity within New Jersey and the United States. Then discuss the people who have contributed/improved the history, documents, heritage, or way of life for the United States and New Jersey. Include members of the AAPI, African American, Native American, and LGBTQ groups. Divide the class into pairs. Then, invite students to create a brochure for one of the people previously discussed. (You may want to provide a list of choices.) The brochures should include pictures with many details that would inform people about the person and their contribution(s). Students will share their finished brochure with the class. The goal is for this activity is for students to be able to identify people who have contributed to our history and explain how they have contributed. This can be presented in the form of a paper brochure or a digital presentation through Powerpoint or a slide show. Brochure Rubric See other rubric options in the Resource Folder for Grade 4</p>	
District/School Texts		District/School Supplementary Resources
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>Into Social Studies (<i>Lawnside</i>) New Jersey Studies Weekly- (<i>Merchantville</i>) New Jersey Adventures (Barrington)</p>		<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p>Scholastic News Brainpop/ BrainpopJr Flocabulary Newsela Readworks.org https://nj.gov/state/historical/assets/pdf/it-happened-here/ihhnj-er-nj-plan.pdf https://www.njspotlightnews.org/2022/09/nj-law-requires-teach-asian-american-pacific-island-history-but-impediments-funding-teacher-training/</p>
Interdisciplinary Connections		
<p>ELA LA.4.RL.4.1, 4.2, 4.4, and 4.7 LA.4.RI.4.4, 4.7, and 4.10 LA.4.W.4.2,4.4 LA.4.SL.4.1</p>	<p>Math MA.4.4.NBT.A.2 MA.4.4.NBT.B.4 MA.4.4.MD.A.2</p>	<p>Science SCI.3-4.5.1.4.A.1 SCI.3-4.5.1.4.B.a SCI.3-4.5.1.4.C.1</p>
<p>21st Century Skills/Career Education CAEP.9.2.4.A.2 CAEP.9.2.4.A.3 9.3.HU.2 9.3.12.ED.7</p>	<p>Technology TECH.8.1.5.A.1 TECH.8.1.5.A.CS2 TECH.8.1.5.A.2</p>	

Modifications and Accommodations

<u>Special Education Students</u> Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks	<u>English Language Learners</u> Labels word banks visuals student friendly definitions extended time chunking intentional grouping	<u>Special Education Students</u> Small group Direct instruction restate/rephrase graphic organizers modified assignments chunking leveled text intentional grouping read text extended time breaks
<u>Gifted and Talented</u> extension project leveled text leadership roles intentional grouping Targeted learning from assessment	<u>Students with 504 Plans</u> breaks chunking preferential seating visual reminders restate/rephrase check-in/check-out system visual time	

Unit Duration: Instructional Days

40 days