

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District



Course Name: Social Studies

Grade: 4

Board Approved: AUGUST 2018

*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).

for
Social Studies
INTRODUCTION

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local 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 implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century 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 citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. 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 New Jersey social studies standards and indicators reflect national and state standards and other documents 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, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.²

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences,

and respect for diversity.

· In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

· In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

· In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Revised Standards

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

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. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards 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.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- 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 and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand

6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Time frame Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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<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>Unit 1: The United States Government and American Citizenship</p>	
<p>ESTABLISHED GOALS (Indicator #)</p>	<p>TRANSFER (How will this apply to their lives?)</p>
<ul style="list-style-type: none"> 6.1.4.A.6- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. 6.1.4.A.7,8- In a representative democracy, individuals elect representatives to act on the behalf of the people. 6.1.4.A.13- Immigrants can become and 	<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 governments 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 immigrants become 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>MEANING</p>	

obtain the rights of American citizens.

- 6.1.4.A. 16- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.

UNDERSTANDINGS

Students will ...

- 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.
- 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.

ESSENTIAL QUESTIONS

- What are the branches of the federal and state governments? How do they operate?
- How do representatives in a democracy act on the behalf of the people?
- What is the process to becoming a United States citizen?
- How do individuals, groups, and nations work together to solve global problems?

Unit 1: Grade 4 - Lessons

Lesson - 6.1.4.A.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 are 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- 6.1.4.A.7 : 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 out findings with the class. Add information to the interactive Social Studies notebook.

Lesson 3- 6.1.4.A.8: 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 the services each level of government provides and the policy they are responsible for. After research is complete, students will share out their findings with the class.

Lesson 4- 6.1.4.A.13: 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- 6.1.4.A.16: 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- 6.1.4.A.6-8: 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 game to review for this section of the unit.

Lesson 7- 6.1.4.A.13,16: 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 game to review for this section of the unit.

Lesson 8- 6.1.4.A: 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</p> <p>3 - Applying:</p> <p>2 - Developing</p> <p>1 - Beginning</p>	<p>Suggestion: Performance Task</p> <p style="text-align: center;">Reforming Government: Persuasive Letter</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. 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>HMH Into Social Studies: How Government Works – (<i>Lawnside</i>)</p> <p>New Jersey Studies Weekly- (<i>Merchantville</i>)</p> <p>Social Studies Alive (Barrington)</p>	<p>Scholastic News</p> <p>Brainpop/ Brainpopjr.</p> <p>Flocabulary</p> <p>Newsela</p> <p>Readworks.org</p> <p>CNN Student News</p> <p>Kahoot</p> <p>IXL</p>
Interdisciplinary Connections	

Social Studies Curriculum - Grade 4

<p>ELA</p> <p>LA.4.RL.4.1, 4.4, and 4.7</p> <p>LA.4.RI.4.4, 4.7, and 4.10</p> <p>LA.4.W.4.2,4.4</p> <p>LA.4.SL.4.1</p>	<p>Math</p> <p>MA.4.4.NBT.A.2</p> <p>MA.4.4.NBT.B.4</p> <p>MA.4.4.MD.A.2</p>	<p>Science</p> <p>SCI.3-4.5.1.4.A.1</p> <p>SCI.3-4.5.1.4.B.a</p> <p>SCI.3-4.5.1.4.C.1</p>
<p>21st Century Skills/Career Education</p> <p>CAEP.9.2.4.A.1</p> <p>CAEP.9.2.4.A.2</p> <p>9.3.GV.1</p> <p>9.3.GV.2</p>	<p>Technology</p> <p>TECH.8.1.5.A.CS2</p> <p>TECH.8.1.5.B.CS2</p> <p>TECH.8.1.5.C.CS2</p>	
<p align="center">Modifications and Accommodations</p>		

<p><u>Special Education Students</u></p> <p>Small group</p> <p>Direct instruction</p> <p>restate/rephrase</p> <p>graphic organizers</p> <p>modified assignments</p> <p>chunking</p> <p>leveled text</p> <p>intentional grouping</p> <p>read text</p> <p>extended time</p> <p>breaks</p>	<p><u>English Language Learners</u></p> <p>Labels</p> <p>word banks</p> <p>visuals</p> <p>student friendly definitions</p> <p>extended time</p> <p>chunking</p> <p>intentional grouping</p>	<p><u>Students at Risk of School Failure</u></p> <p>leveled text</p> <p>graphic organizers</p> <p>modified assignments</p> <p>kinesthetic activities</p> <p>restate/rephrase</p> <p>chunking</p> <p>intentional grouping</p>
<p><u>Gifted and Talented</u></p> <p>extension project</p> <p>leveled text</p> <p>leadership roles</p> <p>intentional grouping</p> <p>Targeted learning from assessment</p>	<p><u>Students with 504 Plans</u></p> <p>breaks</p> <p>chunking</p> <p>preferential seating</p> <p>visual reminders</p> <p>restate/rephrase</p> <p>check-in/check-out system</p> <p>visual time</p>	
<p>Unit Duration: Instructional Days</p>		
<p><i>40 days</i></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.

Unit 2: Our Physical Environment

ESTABLISHED GOALS (INDICATOR #)	TRANSFER (How will this apply to their lives?)	
<ul style="list-style-type: none"> ● 6.1.4.B.4- Places are jointly characterized by their physical and human properties ● 6.1.4.B.5- The physical environment can both accommodate and be endangered by human activities. ● 6.1.4.B.6- Regions form and change as a result of unique physical/ecological conditions, economics, and cultures. ● 6.1.4.B.7, 8-Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. ● 6.1.4.B.9- Advancements in science and technology can have unintended consequences that impact individuals and/or societies. ● 6.1.4.B.10-Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. 	<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. 	
	MEANING	
	UNDERSTANDINGS <i>Students will</i>	ESSENTIAL QUESTIONS

Students will ...

- 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.
- 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.

- What are the characteristics of regions within the United States based on culture, economics and physical environment?
- How did human actions impact the environment in New Jersey and the United States?
- How does the availability of resources, landforms, and climate impact where and how people live and work in New Jersey and the United States?
- How are natural resources used and distributed?
- What are the major cities in New Jersey and the United States that can be utilized to understand cultural differences?
- How does technology and science advances relate to environmental concerns? What actions are taken to address these concerns?

Unit 2: Grade 4 - Lessons

Lesson 1- 6.1.4.B.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- 6.1.4.B.5: 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- 6.1.4.B.6: 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- 6.1.4.B.7: 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 nonsuited land for settlement.

Lesson 5- 6.1.4.B.8: 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- 6.1.4.B.9: Relate advances in technology to environment concerns, and actions taken to address them.

Lesson 7- 6.1.4.B.10: 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 8- 6.1.4.B: Identify characteristics of regions in the United States. List the natural resources and explain how each are used. Review for assessment. Play Kahoot! or another game/teacher created activity to review for Unit 2 assessment.

Lesson 9- 6.1.4.B: Assessment- Teacher created assessment on Unit 2 standards.

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;">Major Cities in New Jersey and the United States: Identifying Cultural Differences</p> <p>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</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>HMH Into Social Studies: All About Regions, U.S. Landscape, Geography (<i>Lawnside</i>)</p> <p>New Jersey Studies Weekly- (<i>Merchantville</i>)</p> <p>Social Studies Alive (Barrington)</p>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p>Scholastic News</p> <p>Brainpop/ Brainpopjr.</p> <p>Flocabulary</p> <p>Newsela</p> <p>Readworks.org</p> <p>CNN Student News</p> <p>Kahoot</p> <p>IXL</p>
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<p>21st Century Skills/Career Education</p> <p>CAEP.9.2.4.A.1</p> <p>CAEP.9.2.4.A.4</p> <p>9.3.ST.3</p> <p>9.3.IT.6</p>	<p>Technology</p> <p>TECH.8.1.5.A.3</p> <p>TECH.8.1.5.C.CS1</p> <p>TECH.8.1.5.C.CS2</p> <p>TECH.8.1.5.C.CS3</p>	
<p>Modifications and Accommodations</p>		
<p><u>Special Education Students</u></p> <p>Small group</p> <p>Direct instruction</p> <p>restate/rephrase</p> <p>graphic organizers</p> <p>modified assignments</p> <p>chunking</p> <p>leveled text</p> <p>intentional grouping</p> <p>read text</p> <p>extended time</p> <p>breaks</p>	<p><u>English Language Learners</u></p> <p>Labels</p> <p>word banks</p> <p>visuals</p> <p>student friendly definitions</p> <p>extended time</p> <p>chunking</p> <p>intentional grouping</p>	<p><u>Special Education Students</u></p> <p>Small group</p> <p>Direct instruction</p> <p>restate/rephrase</p> <p>graphic organizers</p> <p>modified assignments</p> <p>chunking</p> <p>leveled text</p> <p>intentional grouping</p> <p>read text</p> <p>extended time</p> <p>breaks</p>

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

<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. (This standard can remain for all grade levels)</p>	
<p>Unit 3: Products, Services, Resources and Technology</p>	
<p>ESTABLISHED GOALS (INDICATOR #)</p>	<p>TRANSFER (How will this apply to their lives?)</p>

<ul style="list-style-type: none"> 6.1.4C.12,13- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. 6.1.4.C.14, 15- Economic opportunities in New Jersey and other states are related to the availability of resources and technology. 	<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. 	
MEANING		
	<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>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does creativity and innovation affect new products and services? What is an entrepreneur? What are their qualities? How have they contributed to the New Jersey? How do geography, natural resources, climate, transportation, technology and the labor force play a role in New Jersey’s economic opportunities? How has the development of the transportation systems impacted New Jersey’s economy?
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> <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> <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
<p>Unit 3: Grade 4- Lessons</p>	
<p>Lesson 1- 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.</p> <p>Lesson 2- 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 a entrepreneur. Create a mini plan for entrepreneur opportunity in the Social Studies Interactive Notebook.</p> <p>Lesson 3- 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.</p> <p>Lesson 4- Describe how the development of different transportation systems impacted the economics of New Jersey and the United States. Discuss how transportation has changed over time. Discuss how these changes have made improvements to the economy.</p> <p>Lesson 5- 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.</p> <p>Lesson 6- Assessment- Teacher made and/or Performance Task- Appealing Advertisements: Favorite Places</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>

<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>HMH Into Social Studies: How Americans Live, Inventions (<i>Lawnside</i>)</p> <p>New Jersey Studies Weekly- (<i>Merchantville</i>)</p> <p>Social Studies Alive (Barrington)</p>		<p>Scholastic News</p> <p>Brainpop/ Brainpopjr.</p> <p>Flocabulary</p> <p>Newsela</p> <p>Readworks.orgCNN Student News</p> <p>Kahoot</p> <p>IXL</p>
<u>Interdisciplinary Connections</u>		
<p>ELA</p> <p>LA.4.RL.4.1, 4.4, and 4.7</p> <p>LA.4.RI4.4, 4.7, and 4.10</p> <p>LA.4.W.4.2,4.4</p> <p>LA.4.SL.4.1</p>	<p>Math</p> <p>MA.4.4.NBT.A.2</p> <p>MA.4.4.NBT.B.4</p> <p>MA.4.4.MD.A.2</p>	<p>Science</p> <p>SCI.3-4.5.1.4.A.1</p> <p>SCI.3-4.5.1.4.B.a</p> <p>SCI.3-4.5.1.4.C.1</p>

<p>21st Century Skills/Career Education</p> <p>CAEP.9.2.4.A.1 9.2.A.3 CAEP.9.2.4.A.2 9.2.A.4 CAEP.9.2.4.A.3 9.3.MK.10 9.3.MN.2 9.3.12.BM.2</p>	<p>Technology</p> <p>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</p>	
<p>Modifications and Accommodations</p>		
<p><u>Special Education Students</u></p> <p>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></p> <p>Labels word banks visuals student friendly definitions extended time chunking intentional grouping</p>	<p><u>Special Education Students</u></p> <p>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></p> <p>extension project</p> <p>leveled text</p> <p>leadership roles</p> <p>intentional grouping</p> <p>Targeted learning from assessment</p>	<p><u>Students with 504 Plans</u></p> <p>breaks</p> <p>chunking</p> <p>preferential seating</p> <p>visual reminders</p> <p>restate/rephrase</p> <p>check-in/check-out system</p> <p>visual time</p>	
<p>Unit Duration: Instructional Days</p>		
<p>40 days</p>		

<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. (This standard can remain for all grade levels)</p>	
<p>Unit 4: Immigration and Contributions to our history</p>	
<p>ESTABLISHED GOALS (INDICATOR #)</p>	<p>TRANSFER (How will this apply to their lives?)</p>
<ul style="list-style-type: none"> ● 6.1.4.D.1,2,3- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. ● 6.1.4.D.4,7,8,9- Key historical events, documents, and individuals led to the development of our nation. ● 6.1.4.D.10-Personal, family, and community history is a source of information for individuals about the people and places around them. ● 6.1.4.D.12- The study of American 	<p><i>Students will be able to independently use their knowledge to...</i></p> <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 history. ● Understand the history of our town and how it has contributed to the history of New Jersey and/or our country

folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

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> <ul 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 our national heritage? ● How has our town (insert name) contributed to the state and country’s history?
Unit 4: Immigration and Contributions to our History - Lessons	

Lesson 1- 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 to 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 out information to the class. Complete an exit ticket

Lesson 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- 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- 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- 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 a Exit Tickets on William Livingston.

Lesson 6- 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- 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- 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- 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- 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

Lesson 11- Discuss the impact of European colonization on the Native Americans. Explain how other groups can to be in New Jersey and the United States. Finish reviewing in preparation of the Unit 4 assessment.

Lesson 12- 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>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>4 - Innovating: 3 - Applying: 2 - Developing 1 - Beginning</p>	<p>Suggestion: Performance Task</p> <p style="text-align: center;">People Who Have Contributed to our State and National History: Brochure</p> <p>Review with students the diversity within New Jersey and the United States. Then discuss the people who have contributed/improved to the history, documents, heritage, or way of life for the United States and New Jersey. 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

Social Studies Curriculum - Grade 4

<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>HMH Into Social Studies: The Northeast, Pre- Columbian People of America - (<i>Lawnside</i>)</p> <p>New Jersey Studies Weekly- (<i>Merchantville</i>)</p> <p>Social Studies Alive (Barrington)</p>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p>Scholastic News</p> <p>Brainpop/ Brainpopjr.</p> <p>Flocabulary</p> <p>Newsela</p> <p>Readworks.org</p> <p>CNN Student News</p> <p>Kahoot</p> <p>IXL</p>
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<u>Interdisciplinary Connections</u>		
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<p>ELA</p> <p>LA.4.RL.4.1, 4.2, 4.4, and 4.7</p> <p>LA.4.RI4.4, 4.7, and 4.10</p> <p>LA.4.W.4.2,4.4</p> <p>LA.4.SL.4.1</p>	<p>Math</p> <p>MA.4.4.NBT.A.2</p> <p>MA.4.4.NBT.B.4</p> <p>MA.4.4.MD.A.2</p>	<p>Science</p> <p>SCI.3-4.5.1.4.A.1</p> <p>SCI.3-4.5.1.4.B.a</p> <p>SCI.3-4.5.1.4.C.1</p>
<p>21st Century Skills/Career Education</p> <p>CAEP.9.2.4.A.2</p> <p>CAEP.9.2.4.A.3</p> <p>9.3.HU.2</p> <p>9.3.12.ED.7</p>	<p>Technology</p> <p>TECH.8.1.5.A.1</p> <p>TECH.8.1.5.A.CS2</p> <p>TECH.8.1.5.A.2</p>	

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