

**SOCIAL STUDIES
GRADE 4
[THE UNITED STATES AND ITS REGIONS]**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

BOE Approval Date: September 19, 2022

Revised by: Social Studies Department

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Preface

The Fourth Grade Social Studies curriculum employs a thematic approach to historical inquiry in four units. Students employ historical thinking and map skills during their investigations of different regions of the country. Emphasis is placed on anchor skills including close reading of text, citing specific evidence, summarizing key ideas and details, and analyzing how and why individuals, events, and ideas develop within the course of a given text.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

[English Language Arts Standards Fourth Grade \(Word | PDF\)](#)

Unit 1: Northeast Region

Number of Days: 22- 24

Why Is This Unit Important? (Big Idea)

The northeast region is one of the four regions of the United States and the region in which New Jersey is located. This region is different from the other regions in climate, history, culture and resources. The four regions are defined by the U.S. Census (www.census.gov).

Enduring Understandings:

- The northeast is one of the four regions in the United States
- The northeast region has a unique set of geographical and cultural characteristics from the other regions in the country
- This region was where Europeans first settled and is also the birthplace of the American Revolution
- The economy of this region is based on natural, human and capital resources
- The geography, location and resources of a region make it a desirable place to settle

Essential Questions:

- What makes places unique and different?
- What defines a region?
- How do a region's geography, climate and natural resources affect the way people live and work?
- How does location influence where I live?
- Why do people choose to settle in different areas?

Acquired Knowledge:

- There are nine states in this region – New England and Middle Atlantic states (ME, VT, CT, MA, PA, NJ, NY, NH, RI)
- Identify major cities in this region and explain what makes it a desirable place to settle (geography, location and resources)
- Explain how this region is diverse in natural resources
- Cite events that affected our early history
- Read data representations (charts and graphs) [see Interdisciplinary Connections]

Acquired Skills:

- Locate states and capitals and other important cities on a map · Determine routes using maps and web based systems (Map Quest, Rand McNally, GPS)
- Locate landforms found in this region
- Know how the New England States are the same/different from the Middle Atlantic States based on population, economy and geography

Assessments:

Formative Assessments:

- Compare/contrast two states within this region
- Write an advertisement to improve tourism in this state/region (billboard, magazine advertisement, commercial, etc.

Summative Assessment:

- Test – vocabulary, multiple choice, short answer and essay

Benchmark Assessment:

- Test – vocabulary, multiple choice, short answer and essay
- Research Simulation Task (Narrative) – Immigration Ellis Island Alternative Assessment:
- Modified Test

Alternative Assessment

- Performance Task (GRASP)
- Goal: Students will develop a trip to the Northeast region of the US
- Role: Students will take on the role of a traveler
- Audience: The presumed audience will be family or friends that are traveling with them on vacation
- Situation: Family or friends have decided to take a summer vacation to the Northeast region of the U.S.
- Product: Create a travel plan that includes cost of transportation, lodging, things to do and places to see and fees, if appropriate (Note: Food is paid for by your teacher)

Interdisciplinary Connections:

- Using map scale to determine distance - Math
- Using money - Math
- Compare and contrast – language and reading
- Use data representation – population density, imports/exports, etc.- Math

Accommodations and Modifications:

- Students will create flashcards for major cities and capitals
- Guided notes for compare and contrast (teacher identifies specific states for the student)
- Use visuals, such as flash cards, to review vocabulary
- Use visuals depicting rural, suburban and urban areas
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words) · Underline vocabulary terms

Extensions:

- Cost of gas and mileage for travel plan
- Students will prepare a budget for travel assessment
- Students will generate simple Excel spreadsheet denoting data specific to the Northeast region

2020 NJSLs:

- | | |
|---------------------|-------------------|
| • 6.1.5.GeoPP.1 | 6.1.5.GeoPP.2 |
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| • 6.1.5.HistoryCC.1 | 6.1.5.HistoryCC.8 |
| • 6.1.5.HistoryUP.1 | 6.1.5.HistorySE.2 |

Teacher Resources

Core:

- Leacock, Elspeth, *The Northeast Travels Across America*, National Geographic, 2002

Supplemental:

- http://www.eduplace.com/ss/maps/pdf/ne_us_nl.pdf (Map of Northeast region)
- http://www.eduplace.com/ss/maps/pdf/ne_us.pdf
- <http://www.eduplace.com/ss/maps/pdf/usclim.pdf> (US Climates)
- <http://www.byways.org/> (visit destinations throughout the country and follow Americas highways)
- <http://www.readwritethink.org/classroom-resources/student-interactives/> website with appropriate graphic organizers
- *Immigrant Housing Lower East Side Manhattan Tenements* - [http://www.readworks.org/passages/immigration-immigrant-housing-lower east-side-manchattan-tenements](http://www.readworks.org/passages/immigration-immigrant-housing-lower-east-side-manchattan-tenements)
- Video - Immigration through Ellis Island (Island of Hope, Island of Tears) <http://www.watchknowlearn.org/video.aspx?videoID=7928>
- Immigration - Ellis Island: The Hunt for Alois Hanousek
- [http://www.readworks.org/passages/immigration-ellis-island-hunt-alois hanousek](http://www.readworks.org/passages/immigration-ellis-island-hunt-alois-hanousek)
- Immigration- <http://www.readworks.org/passages/immigration>
- Immigration The statue of Liberty (Poem)
- [http://www.readworks.org/sites/default/files/passages/850 immigration the statue of liberty.pdf](http://www.readworks.org/sites/default/files/passages/850_immigration_the_statue_of_liberty.pdf)
- Images of NY Tenements
- [https://ephemeralnewyork.files.wordpress.com/2009/05/tenementfamilyphoto o.jpg](https://ephemeralnewyork.files.wordpress.com/2009/05/tenementfamilyphoto.jpg)
- <https://globalperipheries.files.wordpress.com/2011/05/4a18586u2.jpg>

Technology Integration:

- Use Map Quest or Rand McNally to determine distances, time of travel and travel routes. <http://www.randmcnally.com/>, <http://www.mapquest.com/> · Students will create an audio/video of a travel program with highlights of places to see and things to do in a city within this region (podcast, edu.glogster)
- <http://www.netc.org/classrooms@work/classrooms/jane/learning/index.html> visit Jane Krause's 4th/5th grade Travel USA site for lesson plans and many resources for technology integration

Unit 2: Southern Region

Number of Days: 18 – 20

Why Is This Unit Important? (Big Idea)

The southern region of the United States is rich in history and culturally diverse. The Atlantic and Gulf coasts, along with the inland rivers, make this region an important trading center.

Enduring Understandings:

- The southern region is one of the four regions in the United States (as defined by the US Census)
- The southern region has a unique set of geographical and cultural characteristics than the other regions in the country
- This region's early history is centered on its original inhabitants, early settlements, people who have migrated there and the Civil War
- The economy of this region is based on natural, human and capital resources
- The geography, location and resources of a region make it a desirable place to settle

Essential Questions:

- What makes places unique and different?
- What defines a region?
- How do a region's geography, climate and natural resources affect the way people live and work?
- How does where I live influence how I live?
- Why do people choose to settle in a different area?
- Why do people move (push/pull factors)?

Acquired Knowledge:

- There are sixteen states in this region (DE, MD, VA, WV, NC, KY, TN, SC, GA, FL, AR, LA, MS, AR, TX, OK and Washington, DC).
- The port cities in this region are important to both the imports and exports of raw materials and manufactured goods (Baltimore, Charleston, New Orleans) · Native Americans and Spanish have influenced the culture of this region
- There are many events that have affected our early history (Civil War)
- This region plays an important role in international trade
- The inland states are vastly different from the coastal states
- Identify major cities in this region and explain why they are important to the region, country and world (geography, location and resources)

Acquired Skills:

- Locate states, capitals and other important cities on a map
- List raw materials and manufactured goods and are imported and exported and the countries/international regions where they go to and from · Know how the inland states are geographically and culturally different from the coastal states and the West South Central States (OK, TX, AR, LA) are different from other southern states
- Know the impact of hurricanes and tropical storms on this region
- Recognize the diverse populations and the contributions that they have made to this region, the United States and the world (New Orleans, Florida, Texas, etc.)
- Locate landforms found in this region
- Explain the role that oil production (off shore drilling) and aerospace research plays in this region and the United States

Assessments:

Formative Assessments:

- Kahoot practice on aspects of the region.
- Students will make a map showing imports and exports of materials that demonstrates international trade
- Create a weather broadcast warning citizens of impending storm
- Create a commercial for a product being exported from the south
- Create a historical timeline on one of the states within this unit
- Hold a small group discussion on the benefits of space exploration

Summative Assessments:

- Compare/contrast the benefits of off- shore and land drilling
<http://www.gomr.boemre.gov/homepg/lagniapp/lagphoto.html> and
<http://www.alaska.boemre.gov/kids/shorts/workplat/workplat.htm>
- Research and write a report about an aspect of space exploration or telecommunications

Benchmark Assessment:

- Test - vocabulary, multiple choice, short answer and essay

Alternative Assessment:

- Students will write a journal entry about their life in a certain region/area; i.e., aftermath of hurricane Katrina, arriving to Miami from Cuba, slave during Civil War, Native American (Seminole, Hopi, Pueblo, etc.)

Interdisciplinary Connections:

- Graph hurricanes occurrences within one calendar year - Math
- Students will be able to explain elements of a hurricane – Science
- Journal writing – Language Arts
- Write a letter to someone from a shipping company in one of the ports the southeast region – Language Arts
- Listen to early jazz and blues and discuss themes of how they tell the story of this region - Music
- Create a data representation of different ethnic groups in this region - Math

Accommodations and Modifications:

- Use state tiles/puzzle pieces as manipulates
- Students will create flashcards for major cities and capitals
- Guided notes for compare and contrast (teacher identifies specific states for the student)
- Use visuals, such as flash cards, to review vocabulary
- Use visuals depicting rural, suburban and urban areas
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words) · Underline vocabulary terms

Extensions:

- Read a Civil War novel and write book report
- Research a specific battle, general, etc. and present the information to the class
- Research the history of NASA, making sure to include its origins · Research an oil catastrophe within this region and present causes and effects

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Teacher Resources:

Core:

- Leacock, Elspeth, *The Southeast Travels Across America*, National Geographic, 2002

Supplemental:

- <http://www.eduplace.com/ss/maps/pdf/southus.pdf>
- http://www.eduplace.com/ss/maps/pdf/southus_nl.pdf
- <http://www.eduplace.com/ss/maps/pdf/usclim.pdf> (US Climates)
- http://edsitement.neh.gov/view_lesson_plan.asp?id=269 (Jamestown Settlement) NOTE: An edsitement banner covers part of the Lesson Activities. To remove the banner, simply hold down the Ctrl key and use the scroll wheel on the mouse to make the font size smaller. The banner will disappear.
- <http://www.nps.gov/index.htm> (National Park Service)
- Kids Discover, Hurricanes, V.20 Issue 8 August, 2010
- (<http://www.kidsdiscover.com/>)
- http://teacher.scholastic.com/activities/bhistory/history_of_jazz.htm
- http://www.ehow.com/about_6569565_history-jazz-blues.html
- http://cg043.k12.sd.us/regions%20of%20the%20US%20webquest/southwest_region.htm (Southwest Region Performance Task and other projects)
- <http://www.indianpueblo.org/museum/education/forteachers.html> (click Family Guide for information on how family life)
- <http://www.nps.gov/index.htm> (National Park Service)

Technology Integration:

- Skype interview with a park ranger at one of the national parks
<http://www.nps.gov/bisc/forteachers/skype-with-a-ranger.htm> ·
- Skype an interview with a curator at a museum or historical site ·
- Create a data representation on a topic within this unit
- Create a travel brochure using Microsoft Publisher

Unit 3: Midwestern Region

Number of Days: 18 – 20

Why Is This Unit Important? (Big Idea)

The Midwest region is known as the “America’s Breadbasket” and the “Manufacturing Belt”. These nicknames offer an insight into this region’s economic importance to the United States.

Enduring Understandings:

- The Midwestern region has a unique set of geographical and cultural characteristics from the other regions in the country
- This region’s early history is centered on its original inhabitants, exploration and pioneer life
- The economy of this region is based on natural, human and capital resources · The geography, location and resources of a region make it a desirable place to settle
- Farming, ranching, mining and manufacturing are important to the economy of the region and to the United States

Essential Questions:

- What makes places unique and different?
- What defines a region?
- How do a region’s geography, climate and natural resources affect the way people live and work?
- How does where I live influence how I live?
- Why do people choose to settle in a different area?

Acquired Knowledge:

- There are twelve states in this region (OH, MI, IN, IL, IA, MO, WI, MN, ND, SD, NE, KS)
- This region has impacted transportation of our country through river travel, railroads and automobiles
- There are many events that have affected our early history [original inhabitants, exploration and pioneer life] (Lewis and Clark Expedition, Marquette and Jolliet Exploration of Mississippi River)
- The Plains States are vastly different from Great Lake States
- People from this region have made major contributions to the United States and the world; i.e., Abraham Lincoln, Lewis and Clark, Sacajawea
- Identify major cities in this region and explain what makes it a desirable place to settle (geography, location and resources)
- African Americans migrated to this region following World War I
- This is an important region for farming, manufacturing, mining and ranching

Acquired Skills:

- Identify the location of states and capitals and other important cities on a map
- Locate landforms found in this region
- Recognize the contributions that people have made to this region, the United States and the world (Lincoln, Clemens, Crazy Horse, Henry Ford, Oprah, others in the area of art, music, inventions, literature, etc.)
- Compare and contrast the shipping of this region to that of the southeast (inland water ways versus ocean shipping)

Assessments:

Formative Assessments:

- Webquest on manufactured goods or agricultural products
- Compare and contrast the shipping of this region to that of the southeast (inland water ways versus ocean shipping)

Summative Assessments:

- Students will create a digital time line of changes in population over time

Benchmark Assessment:

- Test - vocabulary, multiple choice, short answer and essay

Alternative Assessment:

- Make an interactive poster (glogster) to demonstrate important people, places and daily living in this region

Interdisciplinary Connections:

- Students will create a graph (pie, line, bar) of ethnic population in a particular city – Math/Technology

Accommodations and Modifications:

- Use of state tiles/puzzle pieces as manipulates
- Students will create flashcards for major cities and capitals
- Guided notes for compare and contrast (teacher identifies specific states for the student)
- Use visuals, such as flash cards, to review vocabulary
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words)
- Underline vocabulary terms

Extensions:

- Research a person that contributed to this region, country or world · Obtain a pen pal from this region

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| • 6.1.5.HistoryUP.1 | 6.1.5.HistorySE.2 |

Teacher Resources:

Core:

- Leacock, Elspeth, *The Midwest Travels Across America*, National Geographic, 2002

Supplemental:

- <http://www.eduplace.com/ss/maps/pdf/midwestus.pdf>
- http://www.eduplace.com/ss/maps/pdf/midwestus_nl.pdf
- <http://www.eduplace.com/ss/maps/pdf/usclim.pdf> (US Climates)
- <http://www.inmotionaame.org/home.cfm> (African American Migration Experience)
- http://www.smithsonianeducation.org/educators/lesson_plans/migrants/A_TZ_Migrants_Dec1990.pdf (Smithsonian - African-American Migrants in Northern Cities)
- Greenfield, Eloise and Gilchrist, Jan Spivey, *The Great Migration: Journey to the North*, Amistad (ISBN 9780061259210)
- http://edsitement.neh.gov/view_lesson_plan.asp?id=253
- (Transcontinental Railroad)
- http://teacher.scholastic.com/activities/lewis_clark/index.htm ·
- <http://www.nps.gov/index.htm> (National Park Service)
- <http://questgarden.com/> (online authoring tool)

Unit 4: Western Region

Number of Days: 18 – 20

Why Is This Unit Important? (Big Idea)

This region is one of the most diverse in terms of culture, the economy, geography and history and it is the region that has our two newest states. This region is also the home of the Grand Canyon and other landforms.

Enduring Understandings:

- The United States is divided into four regions
- The western region has a unique set of geographical and cultural characteristics from the other regions in the country (highest and lowest elevation in the country)
- This region's early history is centered on its original inhabitants, early settlements and improvements brought about by the railroad, pony express and the telegraph
- The economy of this region is based on natural, human and capital resources ·
- The geography, location and resources of a region make it a desirable place to settle

Essential Questions:

- What makes places unique and different?
- What defines a region?
- How do a region's geography, climate and natural resources affect the way people live and work?
- How does where I live influence how I live?
- Should our borders be protected against illegal immigration?
- Why do people choose to settle in a different area?

Acquired Knowledge:

- The West is divided into Mountain States (NM, AZ, ID, MT, NV, WY, UT, CO) and Pacific States (WA, OR, CA, AK, HI)
- A diverse group of people have influenced the culture of this region (American Indians, explorers, pioneers, Chinese)
- There are many events that have affected our early history
- The geography and climate of this region is diverse
- Identify major cities in this region and explain how they developed

Acquired Skills:

- Identify the location of states and capitals and other important cities on a map
- Locate landforms found in this region
- Explain how geography (mountains) affects climate in this region (blocks rain)
- Compare and contrast this region with that of another region previously studied (economy, climate, lifestyle, history, etc.)
- Explain the role that hydroelectric power (Hoover Dam) and conservation play in this region and in the country
- Read a time zone map

Assessments:

Formative Assessments:

- Group or whole class discussion of importance of hydroelectric power or conservation on this region
- Kahoot practice on geography, social and economic elements of the region

Summative Assessments:

- Write a persuasive essay on the importance of national park preservation
- Write an essay describing the diversity of the western region; examples of geography, culture and history must be included

Benchmark Assessment:

- Unit test: multiple choice, fill in the blank, short answer

Alternative Assessment:

- Design an adventure guide for a state in this region or a commercial

Interdisciplinary Connections:

- Write a persuasive essay on the importance of national park preservation – Language Arts/Writing
- Graph average amount of snow fall per state - Math

Accommodations and Modifications:

- Use visuals, such as flash cards, to review vocabulary
- Use visuals depicting rural, suburban and urban areas
- Shorten text
- Use pointer, ruler, etc. to keep the student on task (vocabulary words)
- Underline vocabulary terms

Extensions:

- Create a digital timeline of historical events
- Research the California Gold Rush or Transcontinental Railroad
- Create a miner/railroad worker photo album with captions

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Teacher Resources:

Core:

- Leacock, Elspeth, *The West Travels Across America*, National Geographic, 2002

Supplemental:

- <http://www.emints.org/ethemes/resources/S00000574.shtml> ·
- <http://www.nps.gov/index.htm> (National Park Service)

Technology Integration:

- Design a digital photo album of a national park visit in this region

Economic Skills	2nd Grade	3rd Grade	4th Grade	5th Grade
Understand the difference between wants and needs	I	R	R	M
Explain how scarcity and choice influence decisions made by individuals, communities and nations	-	-	I	R
Understand the role of producers and consumers	-	I	R	M
Understand how supply and demand influences price and output of product	-	I	R	M
Role and relationship among households, business, laborers and governments within an economic system	-	-	-	I
Production, distribution and consumption of goods	-	I	R	M
Role of money, savings, debt and investment in individuals' lives	I	R	R	M
The importance of setting long-term goals when making financial decisions within a community/nation	-	I	R	M
Compare and contrast how access to and the use of resources affects people across the world differently	-	I	R	R
Illustrate how production, distribution and consumption of goods and services affect global markets	-	-	I	R
Understand importance of saving	I	R	M	-
Understand how someone earns an income	I	R	M	-
The importance of setting long-term goals when making financial decisions within a family (Earn, Spend, Save)	I	R	R	M
Apply opportunity cost to determine why we make decisions on purchases	I	R	R	M

I = Introduce

R = Review

M = Master

Map and Globe Skills	K	1st	2nd	3rd	4th	5th
A map is a drawing or other representative of all or part of the earth.	I	I	R	R	M	M
On maps and globes, symbols are used to stand for real things.	-	-	I	I/R	M	M
The earth is a huge sphere. We live on it. It is our home.	I	R	M	M	M	M
A globe is a small model of the earth and is the most accurate representation of the earth.	I	R	M	M	M	M
Half of the earth is called a hemisphere.	-	-	I	R	R	M
The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.	-	-	-	I	R	M
The equator separates the Northern and Southern Hemispheres.	-	-	I	R	M	M
The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.	-	-	-	-	I	R/ M
Any part of a globe can be shown on a map.	-	I	R	M	M	M
Large bodies of land are called continents.	I	I	I/R	R	M	M
Large bodies of water are called oceans.	I	I	R	R	M	M
A legend or key on a map tells the meaning of colors and symbols used on the map.	-	-	I	R	M	M
Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.	-	I	I	R	M	M
North may be shown any place on a map; north is not always the top of a map.	-	-	-	-	I	R
The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.	-	I	I	R	M	M

The scale on a map or globe makes it possible to determine distances between places.	-	-	-	-	I	R
Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.	-	-	-	-	I	R
Maps and globes use legends or keys to tell the meaning of the symbols used on the map.	-	-	I	R	M	M
The cardinal direction of north, south, east and west; intermediate directions are northeast, northwest, southeast and southwest.	-	-	I	R	M	M
All places on Earth can be located on maps and globes. Different maps provide different information about Earth.	-	-	-	-	I	R
Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.	-	-	-	-	I	R
Night and day are the result of the rotation of the earth.	-	-	-	I	R	R
The Arctic and Antarctic Circles are imaginary lines that define the polar regions.	-	-	-	-	I	R
The latitude and longitude of any place determine its exact location on a globe or map.	-	-	-	-	I	R
All flat maps contain some distortion because they represent a round object on a flat surface. This is a map's projection.	-	-	-	-	I	R
Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)	-	-	-	-	I	R
A landform is a shape or feature of the earth's surface.	-	-	I	R	R	M

I – Introduced, R – Review, M – Master

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as standalone units.

Sample Standards

21st Century Skills & Career Readiness Practices

9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.

9.3.GV-GOV.2 Develop and articulate reasoned, persuasive arguments to support public policy options or positions.

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in authentic ways, and effectively employ technology to share ideas.

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

For Example: In Unit 1, students complete a research simulation task. Students are required to closely read multiple texts and examine data about the culture and economy of the emigrant and immigrant regions determine a central idea, assess point of view and support specific claims in order to craft a narrative essay on the immigrant experience at Ellis Island. Students employ Google Docs to collaborate and craft the narrative.

Interdisciplinary Connection

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: In Unit 1, students complete a research simulation task. Students are required to close read multiple texts, determine the central idea, assess point of view and delineate specific claims in order to craft a narrative essay on the immigrant experience at Ellis Island. Students employ Google docs to collaborate and craft the narrative.

Math - Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.

For Example: Students are required to graph hurricanes that make landfall in the Southeast, employing the measurement and weather data to categorize the storms.

Statement:

Primary and secondary sources are listed under Supplemental Resources in each unit.

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: In Unit 1, students investigate immigration at the turn of the century, identifying existing racial prejudice and the immigration systems which employed quotas based on heritage.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example: Throughout the course students investigate contribution from women and African Americans in different regions of the country. In the South, the legacy of slavery is investigated. Specific attention is given to musical contributions of Jazz from the region.