

Crest Memorial School Curriculum and Pacing Guide	
Grade: 4	Subject Area: Social Studies
Adoption Date:	Revision Date: August 2024

Mission and Vision Statements

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
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Integration of Technology

9.4.2.TL.2: Create a document using a word processing application.
 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.

21st Century Skills

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

Career Education

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

Interdisciplinary Connection

- W.IW.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice

	<ul style="list-style-type: none"> ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects

Pacing Guide	
Unit Title	Number of days
Cape May County and Northeast Region	18
Slavery and Southeast Region	18
Midwest and Southwest Region and their Economy	18
West Region and Similarities and Differences of other Countries	18

Unit Learning Goals

Students will be able to identify details about Cape May County and why the Northeast Region of the United States is important.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-4: Identify the landmarks, landforms, waterways, and historical events in Cape May County. 	6.1.5.GeoPP.2:	<ul style="list-style-type: none"> ● Students will research Cape May County’s landmarks, landforms, waterways and historical events in order to participate in My County Poster Contest.
<ul style="list-style-type: none"> ● Day 5-14: Locate the capital and significant features of the states within the Northeast Region 	6.1.5.GeoPP.1	<ul style="list-style-type: none"> ● Students will locate states, capitals, and significant features in the Northeast region on a map and create a region information booklet.
<ul style="list-style-type: none"> ● Day 15-18: Identify the States of the Northeast region by their shape 	6.1.5.GeoGI.2:	<ul style="list-style-type: none"> ● Students will familiarize themselves with the Northeast States by creating a “Region Monster” with the outline of the region's states.

Inclusive concepts

● Our vision is to leverage current events in social studies to foster a classroom environment where students develop a strong sense of character, inclusivity, and cultural competence. By engaging students, exposing them to varied cultural landscapes within the United States. Students gain insight into the rich tapestry of American life, encompassing the histories, traditions and contributions of various groups.

Unit Learning Goals

Students will be able to understand why slavery was used in the Southeast Region of the United States and identify why the Southeast is an important region.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-4: Explain how the culture and geography of the Southeast Region effect those who live there. 	6.1.5.GeoPP.1	<ul style="list-style-type: none"> ● Students will research how the culture and geography of the Southeast Region is important to the economy of the states that reside within the region.
<ul style="list-style-type: none"> ● Day 5-14: Locate the capital and significant features of the states within the Southeast Region 	6.1.5.GeoSV.2	<ul style="list-style-type: none"> ● Students will locate states, capitals, and significant features in the Southeast region on a map and create a region information booklet.
<ul style="list-style-type: none"> ● Day 15-18: Identify why slavery was brought to the southeast region in relation to the economy. 	6.1.5.HistoryCC.7	<ul style="list-style-type: none"> ● Students will research a crop of the Southeast and present. Discuss how these crops are so important to the Southeast and lead to slavery.

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Unit Learning Goals

Students will be able to identify how we make, spend, and save money specifically in the Midwest and Southwest Regions of the United States.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-3: Explain how the culture and geography of the Midwest Region affect those who live there. 	6.1.5.GeoPP.1	<ul style="list-style-type: none"> ● Students will research how the culture and geography of the Midwest Region is important to the economy of the states that reside within the region.
<ul style="list-style-type: none"> ● Day 4-7: Locate the capital and significant features of the states within the Midwest Region 	6.1.5.GeoSV.2	<ul style="list-style-type: none"> ● Students will locate states, capitals, and significant features in the Midwest region on a map and create a region information booklet.
<ul style="list-style-type: none"> ● Day 8-10: Explain how the culture and geography of the Southwest Region effect those who live there. 	6.1.5.GeoPP.1	<ul style="list-style-type: none"> ● Students will research how the culture and geography of the Southwest Region is important to the economy of the states that reside within the region.
<ul style="list-style-type: none"> ● Day 11-14: Locate the capital and significant features of the states within the Southwest Region 	6.1.5.GeoSV.2	<ul style="list-style-type: none"> ● Students will locate states, capitals, and significant features in the Southwest region on a map and create a region information booklet.

<ul style="list-style-type: none"> Day 15-18: Identify a landmark of the Southwest region and explain its significance. 	6.1.5.GeoPP.1 6.1.5.GeoGI.3	<ul style="list-style-type: none"> Students will plan a trip to the SW region. They will research the costs and plan how to save for the trip.
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Unit Learning Goals

<p>Students will be able to identify why the West Region is an important region within the United States and understand how other countries around the world are similar or different to our Country.</p>
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Core Instructional Materials

<ul style="list-style-type: none"> Textbook Online benchmark assessment resource 	<h3 style="text-align: center;">Supplemental Materials</h3> <ul style="list-style-type: none"> Topic-focused webquests Two Distance learning tours
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Daily Targets

NJSLs Performance Expectations

Instructional Activities

<ul style="list-style-type: none"> Day 1-4: Explain how the culture and geography of the West Region effect those who live there. 	6.1.5.GeoPP.1	<ul style="list-style-type: none"> Students will research how the culture and geography of the West Region is important to the economy of the states that reside within the region.
<ul style="list-style-type: none"> Day 5-14: Locate the capital and significant features of the states within the West Region 	6.1.5.GeoSV.2	<ul style="list-style-type: none"> Students will locate states, capitals, and significant features in the West region on a map and create a region information booklet.

<ul style="list-style-type: none">• Day 15-18: Identify a separate country and research its differences and similarities.	6.1.5.GeoGI.4	<ul style="list-style-type: none">• Students will research a country's government, economics; currency, traditions, animals/plants, and landscape. Students will present at a World Showcase.
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