



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Social Studies, Grade 4

Department: Social Studies

Board Approval	Supervisor	Notes
August 2005	Eleanor Hughes	Born Date
June 2006	Eleanor Hughes	Revisions
August 2010	Eleanor Hughes	Revisions
September 2012	Eleanor Hughes	Revisions
December 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2021	Michelle Shappirio	Alignment to Standards & Revisions
August 2024	Rich Steckhahn	Updated to Include State Mandates

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COURSE Social Studies, Grade 4

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Chapter 1 - Geography of the U.S.	21	Chapter 7 - The Midwest
2	Chapter 1 - Geography of the U.S.	22	Chapter 7 - The Midwest
3	Chapter 1 - Geography of the U.S.	23	Chapter 8 - The Southwest
4	Chapter 1 - Geography of the U.S.	24	Chapter 8- The Southwest
5	Chapter 3 - Government in the U.S.	25	Chapter 8- The Southwest
6	Chapter 3- Government in the U.S	26	Chapter 8- The Southwest
7	Chapter 3- Government in the U.S	27	Chapter 9 - The West
8	Chapter 3- Government in the U.S	28	Chapter 9- The West
9	Chapter 5 - The Northeast	29	Chapter 9- The West
10	Chapter 5 - The Northeast	30	Chapter 9- The West
Week	Marking Period 2	Week	Marking Period 4
11	Chapter 5 - The Northeast	31	Chapter 9 DBQ
12	Chapter 5 - The Northeast	32	Chapter 9 DBQ
13	Chapter 5 DBQ	33	Chapter 2 - Americans and their History
14	Chapter 5 DBQ	34	Chapter 2 - Americans and their History
15	Chapter 6 - The Southeast	35	Chapter 2 - Americans and their History
16	Chapter 6 - The Southeast	36	Chapter 2 - Americans and their History
17	Chapter 6 - The Southeast	37	Chapter 4 - The Nation's Economy
18	Chapter 6 - The Southeast	38	Chapter 4- The Nation's Economy
19	Chapter 7 - The Midwest	39	Chapter 4- The Nation's Economy
20	Chapter 7 - The Midwest	40	Chapter 4- The Nation's Economy

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

- **6.1.5.CivicsPD.3, 6.1.5.CivicsHR.4, 6.1.5.CivicsCM.3**
 - Ch 2 Two World Wars
 - Ch 3 Our Rights and Responsibilities
 - Ch 5 Working in Teams
 - *Twenty and Ten* by Claire Huchet Bishop
 - *Who Was Anne Frank?* by Anne Abramson
 - *The End of the Line* by Sharon E. McKay
 - Week of Respect

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

- **6.1.5.CivicsDP.2, 6.1.5.HistoryCC.7, 6.1.5.CivicsCM.1**
 - Ch 2 The North and the South
 - Ch 2 Rebuilding the Nation
 - Ch 5 The Abolitionists
 - Ch 6 Citizenship Rosa Parks
 - Ch 7 Citizenship Jean Baptiste Point DuSable

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, United States (Mat 1A), United States Outline (Mat 1B), Graphic Organizer (Mat 3A)

Time Frame

4 weeks

Topic

Chapter 1: Geography of the United States

Alignment to Standards

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COURSE Social Studies, Grade 4

- 6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.GeoPP.1:** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2:** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoSV.1:** Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.4:** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoHE.1:** Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconEM.2:** Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconNM.2:** Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.3.5.CivicsPD.1:** Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- 6.3.5.CivicsPD.2:** Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.GeoHE.1:** Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Learning Objectives: Students
will...

- Locate the United States on a map and identify the five regions of the United States
- Explain how the population of the United States has changed over time by reading a timeline
- Locate and describe landforms and bodies of water in the United States
- Differentiate between the five regions of the United States and identify some of their

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

characteristics

- Explain how natural features sometimes provide the basis for state and national boundaries
- Identify that regions are based on many different features
- Define climate and distinguish it from weather
- Identify factors that contribute to climate, such as wind, temperature and precipitation
- Explain the climate differences in the five regions of the United States
- Describe the features and benefits of inset maps
- Explain the importance of scale in interpreting inset maps
- Identify the natural resources in the United States
- Analyze and classify natural resources, capital resources and human resources
- Distinguish between renewable and nonrenewable resources
- Explain ways people conserve resources
- Evaluate how the environment impacts how and where people live
- Analyze how people adapt to the environment
- Analyze the way technology has both harmed and improved the environment

Activities:

- Big Question: How does geography affect the way we live?
 - Watch the video: Redwood National and State Parks: Giants in the Mist
- Jumpstart Activity
- Vocabulary
 - Rap About It!
 - Chapter Vocabulary Games (online)
- Literacy Skill: Summarize
- Quest: Project-Based Learning: Create a Video Advertisement
- Read and Respond
 - Lesson 1: Land and Regions in the United States
 - Lesson 2: Weather and Climate
 - Lesson 3: Regions and Resources
 - Lesson 4: People and the Land
- Primary Source: Lewis and Clark Expedition
- Map and Graph Skills: Read Inset Maps
- Citizenship: Marjory Stoneman Douglas
 - Read and respond to describe determination

Leveled Readers:

- Our Weather
- Weather
- How Weather Works

ELA Connections: Wonders

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COURSE Social Studies, Grade 4

- Unit 2: Amazing Animals
 - Week 3: Natural Connections

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COURSE Social Studies, Grade 4

- Week 4: Adaptations
- Unit 5: Figure It Out
 - Week 3: Inventions
 - Week 4: Zoom In
 - Week 5: Digging up the Past

Literature Resources:

- *Great Map: The World's Masterpieces Explored and Explained* by Jerry Brotton
- *Ken Jennings' Junior Genius Guides: Maps and Geography* by Ken Jennings

Assessments

Formative:

- Lesson 1 Check, #4 & 5, page 11
- Lesson 2 Check, #5 & 6, page 19
- Lesson 3 Check, #6-8, page 27
- Lesson 4 Check, #4 & 5, page 33
- Online quizzes (Lessons 1-4)
- Chapter vocabulary games

Summative:

- Chapter 1 Assessment

Benchmark:

- Social Studies Skills Pre-Test (online)

Alternative:

- Project-based learning Quest

Interdisciplinary Connections

Standards:

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

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COURSE Social Studies, Grade 4

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

Platforms: Savvas, Google Classroom, Flip Grid (video software)

Devices: Chrome books Standards:

- **9.4.5.GCA.1** Analyze how culture shapes individual community perspectives and points of view.

Career Education

Standards

- **CRP6** Demonstrate creativity and innovation
- **CRP7** Employ valid and reliable research strategies

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, Time & Place (Mat 3B), & The World Outline (Mat 5B)

Time Frame

4 weeks

Topic

Chapter 2: Americans and Their History

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COURSE Social Studies, Grade 4

Alignment to Standards

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

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COURSE Social Studies, Grade 4

6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

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

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

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

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

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

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

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

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

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

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

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

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas

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COURSE Social Studies, Grade 4

Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

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

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

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

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

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

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

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

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

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

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

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens **Amistad**

Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students

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COURSE Social Studies, Grade 4

Learning Objectives and Activities

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COURSE Social Studies, Grade 4

Learning Objectives: Students

will...

- Place key events and people of American history in a chronological sequence and context
- Identify significant events in American history and the people connected to these events
- Analyze visuals such as maps and timelines
- Research and present information about an important American who has shaped our history
- Discuss the compelling question, "How have Americans from history shaped our nation?" after completing the Quest.
- Describe how archeologists learn about the first Americans
- Describe how the first Americans lived
- Identify early European explorers and colonies, and their impact on the country.
- Define the Columbian Exchange and discuss how it affected life in the Americas and Europe.
- Describe elements of government in the English colonies.
- Describe how the United States gained its independence from Britain.
- Identify actions and events that contributed to a growing movement for independence among American colonists.
- Identify the reasons some Americans called for a new constitution in the 1780s.
- Summarize some of the issues that were discussed at the Constitutional Convention and ratification debates.
- Describe the impact of the Louisiana Purchase and the Lewis and Clark expedition • Define manifest Destiny and describe its impact on the country.
- Discuss the causes and effects of the Industrial Revolution.
- Discuss causes of and the events leading to the Civil War.
- Identify the goals of Reconstruction.
- Describe how the growth of and changes in the United States in the mid-nineteenth century affected American Indians.
- Describe the impact of the transcontinental railroad and other transportation systems on the growth of the United States.
- Explain how manufacturing and inventions changed life for ordinary Americans.
- Define the elements of the Great Depression and the New Deal.
- Describe the causes and effects of World War I and World War II.
- Explain why the end of World War II is often considered a turning point for the United States.
- Define the Cold War and explain how it was different from other wars.
- Identify key events of the Civil Rights Era
- Describe the challenges faced by the United States today.

Activities:

- Big Question: How have we changed and how have we stayed the same during our history?

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COURSE Social Studies, Grade 4

- Watch the video: Our History
- Jumpstart Activity
- Vocabulary
 - Rap About It!
 - Chapter Vocabulary Games (online)
- Literacy Skill: Compare and Contrast
- Quest: Shaping Our Nation: Important Americans Wax Museum
- Read and Respond
 - Lesson 1: America and Europe
 - Lesson 2: A New Nation
 - Lesson 3: Growth and Civil War
 - Lesson 4: The United States Becomes a World Power
 - Lesson 5: The United States Since World War II
- Primary Source: "The New Colossus"
- Map and Graph Skills: Interpret Timelines
- Citizenship: Elizabeth Cady Stanton
 - Read and respond to describe patriotism

Leveled Readers:

- The Story of the Pilgrims
- All Aboard the Mayflower
- The Story of the Mayflower

ELA Connections: Wonders

- Unit 1: Think It Through
 - Week 3: Take Action

Literature Resources:

- *28 Days: Moments in Black History that Changed the World* by Charles R. Smith Jr.
- *Women Who Broke the Rules: Dolly Madison* by Kathleen Krull
- *Because They Marched: The People's Campaign for Voting Rights That Changed America* by Russell Freedman
- *Industrial Revolution for Kids: The People and Technology That Changed the World* by Cheryl Mullenbach

Assessments

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COURSE Social Studies, Grade 4

Formative:

- Lesson 1 Check: #5-7, p. 53
- Lesson 2 Check, #4-6, p. 6
- Lesson 3 Check, #3-5, p. 69
- Lesson 4 Check, #5-7, p. 75
- Lesson 5 Check, #5-7, p. 83
- Online quizzes (Chapters 1-5)

- Chapter vocabulary games

Summative:

- Chapter 2 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest - Wax Museum

Interdisciplinary Connections

Standards:

- **RI.PP.4.6.** Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Career Readiness, Life Literacies, and Key Skills

Standards:

9.15.CR.1 Compare various ways to give back and relate them to your strengths, interests and other personal factors.

Technology Integration

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COURSE Social Studies, Grade 4

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- **9.45.CT.1** Identify and gather relevant data that will aid in the problem solving process
- **9.45.CT.2** Identify a problem and list the types of individuals and resources that can aid in solving the problem
- **9.45.CT.4** Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community and global.

Career Education

Standards:

- **CRP5** Consider the environmental, social and economic impacts of decisions
- **CRP6** Demonstrate creativity and innovation
- **CRP7** Employ valid and reliable research strategies
- **CRP8** Utilize critical thinking to make sense of problems and persevere in solving

them.

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, Graphic Organizer (Mat 3A), Quest Kickoff (Mat 4B)

Time Frame

4 weeks

Topic

Chapter 3: Government in the United States

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COURSE Social Studies, Grade 4

Alignment to Standards

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

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COURSE Social Studies, Grade 4

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

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

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

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

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

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, and inspired social activism in subsequent generations.

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

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

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good.

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

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

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

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

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

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

perspectives of different groups, including community members and local officials.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students

Learning Objectives and Activities

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COURSE Social Studies, Grade 4

Learning Objectives Students

will...

- Identify key events in the history of the government of the United States in a chronological sequence
- Identify people in the government of the United States
- Analyze visuals such as maps and timelines
- Apply the concepts learned in this chapter to write a persuasive letter to a local elected official.
- Discuss the compelling question, "How can everyday people change their community?" after completing the Quest.
- Demonstrate that government and laws are necessary to the nation.
- Demonstrate that the government provides goods and services.
- Identify the documents that established our government.
- Identify ideas and principles from the Declaration of Independence and the U.S. Constitution.
- Understand the importance of the Declaration of Independence and the Bill of Rights of the Constitution
- Describe who John and Abigail Adams were.
- Explain what John Adams believed about the Declaration of Independence, as described in his letter to Abigail Adams.
- Understand the functions and responsibilities of the legislative, executive and judicial branches of the federal government.
- Understand the system of checks and balances in the three branches of the federal government.
- Identify and understand the differences between the nation, state and local levels of government.
- Identify the process of how a bill becomes a law.
- Analyze information about categorizing.
- Use the note-taking process.
- Sort evidence by category.
- Identify important rights of citizens in the United States.
- Analyze and understand national and state symbols and holidays that commemorate people, events and ideals of our government.
- Identify how citizens participate in their government and community by fulfilling their

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COURSE Social Studies, Grade 4

responsibilities and exercising their rights.

- Demonstrate how constitutional amendments have changed our nation.
- Identify an author's point of view.
- Understand why two authors might have different points of view about a topic.
- Identify words or phrases authors use to express their views. Activities:
- Big Question: What is special about American Government?
 - Watch the video: New Jersey Today
 - Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Categorize
- Quest: Project-Based Learning: Write a persuasive letter to a local government official
- Read and Respond:
 - Lesson 1: Principles of Our Government
 - Lesson 2: How Our Government Works
 - Lesson 3: Our Rights and Responsibilities
- Primary Source: A Letter from John Adams to Abigail Adams
- Critical Thinking Skills: Compare Points of View
- Citizenship: Tammy Duckworth
 - Read and respond to describe leadership

Leveled Readers:

- We Are America
- Being American
- Our America

ELA Connections: Wonders

- Unit 1: Think It Through
 - Week 6: Think It Through

Literature Resources:

- *Can We Help? Kids Volunteering to Help Their Communities* by George Ancona
- *Dreams of Freedom: In Words and Pictures* by Amnesty International
- *Gingerbread for Liberty: How a German Baker Helped Win the American Revolution* by Mara Rockliff

Assessments

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Formative:

- Lesson 1 Check, #3-5, p. 101
- Lesson 2 Check, #4-6, p. 109
- Lesson 3 Check, #5-7, p. 117

- Online quizzes (Lessons 1-3)
- Chapter vocabulary games

Summative:

- Chapter 3 Assessment

Benchmark:

- N/A

Alternative:

- Project-based Learning Quest

Interdisciplinary Connections

Standards:

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

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COURSE Social Studies, Grade 4

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- **9.4.5.CT.2** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

Career Education

Standards:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively with reason

CRP11. Use technology to enhance productivity

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, United States Outline (Mat 1B), Personal Finance Tips (Mat 2A), My Budget (Mat 2B), The World Outline (Mat 5B)

Time Frame	4 weeks
Topic	
Chapter 4: The Nation's Economy	
Alignment to Standards	

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COURSE Social Studies, Grade 4

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

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

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

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

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

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

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

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

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

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world

community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Learning Objectives:

Students will...

- Use a map to identify the top selling export in each state
- Read a timeline to summarize how life changed for American workers from the 1700s to today
- Apply the concepts learned in this chapter to create a business plan
- Discuss the compelling question, "How could you contribute to the economy?" after completing the Quest.
- Demonstrate an understanding of needs and wants.
- Demonstrate an understanding of the basics of our economic system, including the role of consumers, producers, and products.
- Understand the basic questions that all economic systems must answer
- Differentiate between a free enterprise system and other economic systems
- Understand and identify the government's role and services as well as laws and rules to protect the U.S. economy.
- Explain the difference between taking a guess and making a prediction.
- Analyze images and text to make predictions.
- Understanding the difference between bartering and the use of money.
- Understand and demonstrate how inflation affects prices.
- Understand and demonstrate how businesses provide goods and services to the public to make a profit.
- Explain why entrepreneurs are willing to take risks to start a new business.
- Identify the forces of supply and demand in a market economy.
- Understand and demonstrate that individuals and families make economic decisions daily.
- Understand scarcity and its impact on consumers.
- Demonstrate an understanding of opportunity cost and how it shapes economic choices.
- Identify and classify economic incentives in our economy.
- Explain the role of banks and savings in the lives of individuals, families, communities and businesses.
- Understand the connection between work, income, skills and families' lives.
- Define the word entrepreneur.
- Explain how Henry Ford's dream changed the United States.
- Demonstrate how technology has led to an increase in global trade.

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COURSE Social Studies, Grade 4

- Identify examples of globalization and how it has led to interdependence between countries.
- Understand the difference between imports and exports.
- Demonstrate an understanding of specialization and the division of labor and how they lead to high quality and an increase in productivity.
- Describe the effects of globalization in today's world.
- Define costs and benefits.
- Conduct a cost-benefit analysis independently.

Activities:

- Big Question: How does the economy meet our needs and wants?
 - Watch the video: Our Economy, Our Money
 - Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Make Predictions
- Quest: Project-based Learning: Apply the concepts learned in this chapter to write a business plan
- Read and Respond:
 - Lesson 1: What Is the Economy?
 - Lesson 2: Trade and Markets
 - Lesson 3: People and the Economy
 - Lesson 4: A Global Economy
- Primary Source: Henry Ford, Entrepreneur
- Critical Thinking Skills: Analyze Costs and Benefits
- Citizenship: Bill Gates
 - Read and respond to describe problem solving skills Leveled

Readers:

- Our Economy
- The Nation's Economy
- The Global Economy

ELA Connections: Wonders

- Unit 1: Think it Through
 - Week 1: Clever Ideas
 - Week 2: Think of Others

Literature Resources:

- *Homer Price* by Robert McClosky
- *Sam and the Lucky Money* by Karen Chinn
- *A New Coat for Anna* by Harriet Ziefert

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COURSE Social Studies, Grade 4

- *Erandi's Braids* by Antonio Hernandez Madrigal

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Assessments

Formative:

- Lesson 1 Check, #6-8, p. 137
- Lesson 2 Check, #6-8, p. 145
- Lesson 3 Check, #5-7, p. 151
- Lesson 4 Check, #6-8, p. 159
- Online quizzes (Lessons 1-4)
- Chapter vocabulary games

Summative:

- Chapter 4 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest

Interdisciplinary Connections

Standards

- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.
- **W.WR.4.5.** Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

Career Readiness, Life Literacies, and Key Skills

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COURSE Social Studies, Grade 4

Standards:

9.1.5.EG.3 Explain the impact of the economic system on one's personal financial goals.

9.1.5.EG.4 Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FI.1 Identify various types of financial institutions and the services they offer including banks, credit unions and credit card companies.

9.1.5.FP.1 Illustrate the impact of financial traits on financial decisions.

9.15.PB.2 Describe choices consumers have with money (e.g., save, spend, donate)

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- **9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.1** Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.IML.2** Create a visual representation to organize information about a problem or issue
- **9.4.5.TL.5** Collaborate digitally to produce an artifact

Career Education

Standards:

CPR3 Attend to personal health and financial well-being.

CRP7 Employ valid and reliable research strategies

CRP12 Work productively in teams while using cultural global competence

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, United States (Mat 1A), United States Outline (Mat 1B), Time and Place (Mat 3B)

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Time Frame	6 weeks
Topic	
Chapter 5: Regions: The Northeast	
Alignment to Standards	
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies. 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.	

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COURSE Social Studies, Grade 4

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

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

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

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

M 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

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

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

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

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

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

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

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

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

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COURSE Social Studies, Grade 4

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

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

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

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

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

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

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

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Learning Objectives: Students

will...

- Place key events and people of American history in a chronological sequence and context.
- Identify significant events in the history of the Northeast.
- Analyze visuals such as maps and timelines.
- Apply the concepts learned in this chapter to research and write a speech about gaining more rights for workers.
- Discuss the compelling question, "What role have immigrants played in industrialization?" after completing the Quest.
- Identify the physical characteristics of the Northeast region.
- Describe the differences between the coastal and mountain areas of the region.
- Interpret a physical map of the Northeast.
- Describe the bodies of water in the Northeast.
- Describe the natural resources that are plentiful in the Northeast region of the United States.

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COURSE Social Studies, Grade 4

- Identify agricultural products of the Northeast.
- Interpret a map of natural resources.
- Explain some of the features that contribute to tourism in the Northeast.
- Analyze the way of life of American Indians and their interactions with early settlers.
- Describe the roles the colonies of the Northeast played in the American Revolution.
- Explain how abolitionists and advocates for women's rights influenced the country.
- Identify a journal as a primary source material.
- Analyze a journal entry from the early days of colonial America.
- Understand the value of primary sources.
- Describe the different waves of immigration.
- Describe the impact of immigration on the United States and the Northeast region.
- Identify nineteenth-century inventions and advances in technology, and explain how they helped industry grow.
- Describe the causes and effects of the reform movement.
- Explain how cause and effect are related
- Identify words that indicate cause-and-effect relationships.
- Explain the factors that contributed to the growth of cities in the Northeast.
- Analyze the differences between urban and rural lifestyles in the Northeast.
- Describe the landmarks and unique characteristics of cities of the Northeast.
- Describe how cities have changed over time.

Activities:

- Big Question: How does where we live affect who we are?
 - Watch the video: New York City: A City of Sights and Variety ◦
- Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Cause & Effect
- Quest: Project-based Learning
 - Writing a speech about gaining more rights for workers
- Read and Respond
 - Lesson 1: The Land of the Northeast
 - Lesson 2: Resources in the Northeast
 - Lesson 3: Birthplace of the Nation
 - Lesson 4: Growth and Change in the Northeast
 - Lesson 5: The Northeast Today
- Primary Source: Edward Winslow, a Journal of the Pilgrims at Plymouth, 1622 •
- Critical Thinking Skills: Work in Teams
- Citizenship: Jacob Riis
 - Read and respond to describe helping immigrants • DBQ:
 - Why was Thomas Edison called the "Wizard of Menlo Park?"

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Leveled Readers:

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

- What's It Like in the Northeast
- Life in the Northeast
- Exploring the Northeast

ELA Connections: Wonders

- Unit 1: Think It Through
 - Week 4: Ideas in Motion
- Unit 4: Fact or Fiction
 - Week 1: Our Government
 - Week 4: Wonders in the Sky
- Unit 5: Figure it Out
 - Week 2: On the Move

Assessments

Formative:

- Lesson 1 Check, #4-6, p. 179
- Lesson 2 Check, #5-7, p. 185
- Lesson 3 Check, #5-7, p. 191
- Lesson 4 Check, #4-6, p. 199
- Lesson 5 Check, #5-7, p. 207
- Online quizzes (Lessons 1-5)
- Chapter vocabulary games

Summative:

- Chapter 5 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest
- DBQ Essay

Interdisciplinary Connections

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COURSE Social Studies, Grade 4

Literacy Skill: Cause and Effect Standards:

- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

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

9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics or symbols.

Career Education

Standards:

CRP11. Use technology to enhance productivity

Core Instructional & Supplemental Materials including various levels of Texts

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, United States Outline (Mat 1B), Who, What, Where in the United States? (Mat 4A)

Time Frame	4 weeks
Topic	
Chapter 6: Regions: The Southeast	
Alignment to Standards	

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

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

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

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

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

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

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

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

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

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

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

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

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

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

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

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

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

exploration had.

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students

Learning Objectives and Activities

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Learning Objectives:

Students will...

- Place key events in the history of the Southeast region in a chronological sequence.
- Identify key people from the Southeast region.
- Analyze visuals such as maps and timelines to understand meaning.
- Learn about the landforms of the Southeast coast and use that knowledge to write a blog about how to better protect it.
- Discuss the compelling question, "Why should we protect the coastal environment?" after completing the Quest.
- Identify, locate and describe the major landforms of the Southeast.
- Identify, locate and describe major rivers and bodies of water in the Southeast.
- Discuss how the different lands in the Southeast support different kinds of plants and animals.
- Know how to read a road map.
- Know how to use scale to measure and estimate distance on a road map.
- Discuss the weather and climate of the Southeast.
- Understand how major storms form and how they affect the Southeast.
- Summarize the ways people in the Southeast change their environment in order to prepare for extreme weather events as well as handle their effects.
- Identify and describe the major resources of the Southeast and the locations where they are found.
- Describe how the resources of the Southeast have shaped the lives of the region's people.
- Summarize how the region's people interact with and change their environment in order to obtain resources.
- Understand the differences between facts and opinions
- Identify facts and opinions in informational text
- Identify different groups that have settled in the Southeast during its history and summarize their interactions.
- Summarize the role played by people of the Southeast in the formation of the United

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COURSE Social Studies, Grade 4

States and in the nation's early history.

- Discuss the role people in the Southeast had in trans-Appalachian expansion and in the settling of states across the country.
- Identify and summarize the achievements of key figures in the history of the Southeast.
- Identify major cultural achievements of the Southeast.
- Describe the widespread influence of the culture of the Southeast throughout the rest of the country and the world.
- Summarize the social and economic changes that the Southeast has experienced since the Civil War.
- Identify and describe some major cities of the Southeast.

Activities:

- Big Question: How does where we live affect who we are?
 - Watch the video: Mobile Bay: A Busy Port with Natural Beauty
 - Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Distinguish Fact From Opinion
- Quest: Project-based learning: Write a blog
- Read and Respond
 - Lesson 1: Land and Water of the Southeast
 - Lesson 2: Climate of the Southeast
 - Lesson 3: A Land of Many Resources
 - Lesson 4: Settling the Southeast
 - Lesson 5: Southern Life
- Map and Graph Skills: Use a Road Map and Scale
- Primary Source: Cherokee Syllabary
- Citizenship: Rosa Parks
 - Read and respond to determine courage

Leveled Readers:

- What's It Like in the Southeast?
- Life in the Southeast
- Exploring the Southeast

Literature Resources:

- *Draw What You See: The Life and Art of Benny Andrews* by Kathleen Benson
- *Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans* by Phil Bildner
- *Nathan Hale's Hazardous Tales: The Underground Abductor* by Nathan Hale
- *Trombone Shorty* by Troy Andrews

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COURSE Social Studies, Grade 4

- *Voice of Freedom: Fannie Lou Hamer: Spirit of the Civil Rights Movement* by Carole Boston Weatherford

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Assessments

Formative:

- Lesson 1 Check, #4-6, p. 227
- Lesson 2 Check, #4-6, p. 235
- Lesson 3 Check, #3-5, p. 241
- Lesson 4 Check, #4-6, p. 249
- Lesson 5 Check, #4-6, p. 257
- Online quizzes (Lessons 1-5)
- Chapter vocabulary games

Summative:

- Chapter 6 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest

Interdisciplinary Connections

Standards:

- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

N/A

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- **9.4.5.CI.1** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- **9.4.5.CI.2** Investigate a persistent local or global issue, such as climate change, and collaborate with diverse perspectives to improve upon current actions to address those issues
- **9.4.5.CT.1** Identify and gather relevant data that will aid in the problem-solving process
- **9.4.5.DC.4** Model safe, legal and ethical behavior when using online or offline technology.
- **9.4.5.DC.8** Propose ways local and global communities can engage digitally to participate in and promote climate action.
- **9.4.5.IML.5** Distinguish how media are used by individuals, groups, and organizations for varying purposes

Career Education

Standards:

CRP2 Apply appropriate academic and technical skills

CRP4 Communicate clearly and effectively with reason

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

CRP11 Use technology to enhance productivity

Core Instructional & Supplemental Materials including various levels of Texts

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COURSE Social Studies, Grade 4

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, United States (Mat 1A), United States Outline (Mat 1B), Time and Place (Mat 3B)

Time Frame

4 weeks

Topic

Chapter 7: Regions: The Midwest

Alignment to Standards

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

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem

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COURSE Social Studies, Grade 4

solving with others who have different perspectives.

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

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

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

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

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

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

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

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

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

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

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

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students

Learning Objectives and Activities

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COURSE Social Studies, Grade 4

Learning Objectives:

Students will...

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COURSE Social Studies, Grade 4

- Use a map to identify major Midwest waterways
- Read a timeline to recognize settlement patterns in the Midwest.
- Apply the concepts learned in this chapter to research music genres from the Midwest, the cultures represented, and their influence on society
- Discuss the compelling question, "How is culture represented through music?" after completing the quest.
- Describe the landforms of the Midwest.
- Identify and discuss the major rivers and bodies of water in the Midwest.
- Describe the weather and climate of the Midwest and identify the sources of the region's climate patterns.
- Describe the plant and animal life of the Midwest.
- Identify the steps to create an effective, interesting presentation.
- Plan a presentation.
- Discuss how the Midwest's land and climate make it one of the world's most productive agricultural areas.
- Summarize how factors such as soil type and climate create areas in the Midwest in which different crops thrive.
- Identify nonagricultural natural resources in the Midwest.
- Discuss how the regions people interact with and change their environment in order to obtain resources.
- Identify American Indian groups that have lived in the Midwest.
- Discuss the role of the fur trade in the early history of the Midwest.
- Summarize the history of settlement in the Midwest, including immigration within the United States, immigration from other countries, and the displacement of American Indians.
- Discuss how the development of industry in the Midwest lead to increased migration in the nation.
- Summarize the history and growth of Chicago and other major cities in the Midwest.
- Examine two primary sources to draw a conclusion about the past.
- Explain the experiences of some immigrants in the United States during World War I.
- Discuss the importance of trade in the history of the growth of the Midwest.
- Discuss the history of transportation in the Midwest and summarize the way it linked the Midwest to other regions and led to economic growth.
- Identify contemporary economic trends in the Midwest.
- Summarize the cultural attractions that the Midwest offers tourists and its residents.
- Explain what a main idea is and why it's important.
- Identify the main idea and supporting details of a passage.

Activities:

- Big Question; How does where we live affect who we are?
 - Watch the video: Nebraska, Great Land for Farming
 - Jumpstart Activity
- Vocabulary

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COURSE Social Studies, Grade 4

- Rap About It!

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COURSE Social Studies, Grade 4

- Literary Skill: Identify Main Idea and Details
- Quest project-based learning: Find a song for a "Midwest Mix" • Read and Respond:
 - Lesson 1: In the Heart of the Nation
 - Lesson 2: Resources and Farming
 - Lesson 3: Settling in the Midwest
 - Lesson 4: The Midwest on the Move
- Primary Source: Willa Cather: *Roll Call on the Prairies*
- Critical Thinking Skills: Give an Effective Presentation
- Citizenship: Jean Baptiste Point DuSable
 - Read and respond to describe leadership

Leveled Readers:

- What's It Like in the Midwest?
- Life in the Midwest
- Exploring the Midwest

ELA Connections: Wonders:

- Unit 1: Think It Through
 - Week 5: Putting Ideas to Work
- Unit 2: Amazing Animals
 - Week 3: Natural Connections
 - Week 4: Adaptations
- Unit 6: Past, Present and Future
 - Week 3: Resources
 - Week 4: Money Matters
 - Week 6: Past, Present and Future

Literature Resources:

- *Little Author in the Big Woods: A Biography of Laura Ingalls Wilder* by Yona Zeldis McDonough
- *Fiona's Lace* by Patricia Polacco
- *Sitting Bull: Lakota Warrior and Defender of His People* by S.D. Nelson

Assessments

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COURSE Social Studies, Grade 4

Formative:

- Lesson 1 Check, #5-7, p. 275
- Lesson 2 Check, #5-7, p. 283
- Lesson 3 Check, #5-6, p. 289
- Lesson 4 Check #5-7, p. 297
- Online quizzes (Lessons 1-4)
- Chapter vocabulary games

Summative:

- Chapter 7 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest

Interdisciplinary Connections

Standards:

- **RI.CI.4.2.** Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- **9.4.5.CI.3** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.3** Demonstrate how digital tools and technology may be used to solve problems

Career Education

Standards:

- CRP4 Communicate clearly and effectively and with reason
- CRP6 Demonstrate creativity and innovation

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill

Reading Wonders, Various trade books related to topics, United States (Mat 1A), United States Outline (Mat 1B), Graphic Organizer (Mat 3A), The World Outline (Mat 5B)

Time Frame

4 weeks

Topic

Chapter 8: Regions: The Southwest

Alignment to Standards

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COURSE Social Studies, Grade 4

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

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

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

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

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

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

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

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

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

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of

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COURSE Social Studies, Grade 4

Native American groups, including the Lenni Lenape culture, are manifested in different regions of New Jersey.

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

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

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

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

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Learning Objectives and Activities

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COURSE Social Studies, Grade 4

Learning Objectives: Students

will...

- Place key events in the history of the Southwest in a chronological sequence.
- Identify key people from the Southwest region.
- Analyze visuals such as maps and timelines to understand meaning.
- Research and present information about the culture of the American Southwest.
- Discuss the compelling question, "How can culture connect us to the past and present?" after completing the Quest.
- Identify the states of the Southwest
- Describe the landscape and geographical features of the Southwest region.
- Explain why the Grand Canyon is unique.
- Define erosion and describe the causes and effects of erosion.
- Identify natural resources found in the Southwest and describe how these influence the economy.
- Explain what we can learn from learning about lines of latitude and longitude.
- Examine maps closely to understand lines of latitude and longitude.
- Use lines of longitude and latitude to identify the location about a place.
- Describe the climate of the Southwest and how the climate varies from one area to another within the region.
- Identify where tornadoes occur.
- Describe the plants and animals common to the Southwest.
- Explain how the elevation of the western part of the region differs from the eastern part and how this affects plant life and human activities.
- Identify American Indian groups that lived in the Southwest and describe aspects of their cultures.
- Identify early explorers of the Southwest and the roles they played in the development

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COURSE Social Studies, Grade 4

of the region.

- Discuss the colonial period and influence of Spanish missions.
- Describe some of the things that attract people to the region.
- Explain some of the factors that contributed to the growth of the Southwest throughout history.
- Explain how the settlement of the Southwest affected the American Indians who lived there.
- Describe the rise of cattle ranching, the oil industry, and other industries of the Southwest.
- Analyze information by drawing inferences.
- Use clues and prior knowledge to draw inferences.
- Explain why water is important to human life.
- Describe sources of water in the world and identify the main sources of water in the Southwest.
- Describe how people have adapted to the climate of the Southwest.
- Explain why water conservation is important and identify methods that people can use to conserve water.
- Identify songs and ceremonies as primary source materials.
- Analyze a song from the Pueblo American Indians.
- Understand the value of primary sources.

Activities:

- Big Question: How does where we live affect who we are? ○ Watch the video: Arizona: A Sunny Wonderland ○ Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Draw Inferences
- Quest Project-Based Learning: Plan a Cultural Festival • Read and Respond:
 - Lesson 1: Southwestern Land and Water
 - Lesson 2: Climate of the Southwest
 - Lesson 3: The Southwest's Past
 - Lesson 4: Growth of the Southwest
 - Lesson 5: Life in a Dry Land
- Primary Source: "The Dance for Rain and Rainbows"
- Map and Graph Skills: Latitude and Longitude
- Citizenship: Henry Chee Dodge
 - Read and respond to discuss peacekeeping and community leadership

Leveled Readers:

- What It's Like in the Southwest?
- Life in the Southwest
- Exploring the Southwest

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COURSE Social Studies, Grade 4

Literature Resources:

- *Shadow Catcher: How Edward S. Curtis Documented American Indian Dignity and Beauty* by Michael Burgan
- *Oklahoma's Devastating May 2013 Tornado* by Miriam Aronin
- *The Grudge Keeper* by Mara Rockliff

Assessments

Formative:

- Lesson 1 Check, #5-7, p. 317
- Lesson 2 Check, #4-6, p. 325
- Lesson 3 Check, #4-6, p. 331
- Lesson 4 Check, #4-6, p. 337
- Lesson 5 Check, #4-6, p. 345
- Online quizzes (Chapters 1-5)
- Chapter vocabulary games

Summative:

- Chapter 8 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest

Interdisciplinary Connections

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COURSE Social Studies, Grade 4

Standards

- **RI.CR.4.1.** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- **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
- **9.4.5.IML.7** Evaluate the degree to which information meets a need including social emotional learning, academic and social.

Career Education

CRP4 Communicate clearly and effectively and with reason

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, United States Outline (Mat 1B), Graphic Organizer (Mat 3A)

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 4

Time Frame	6 weeks
Topic	
Chapter 9: Regions: The West	
Alignment to Standards	
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	

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6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

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

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

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

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

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

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

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

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Learning Objectives and Activities

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Learning Objectives:

Students will...

- Place key events in the history of the West region in a chronological sequence.
- Identify key people from the West region
- Analyze visuals such as maps and timelines to understand meaning.

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- Learn about the reasons people moved west in the 1800s.
- Write a journal entry describing a journey to the West on a wagon train.
- Discuss the compelling question, "Why do people move from place to place?" after completing the Quest.
- Describe the varied lands in the West, especially its major landforms.
- Analyze the physical processes that result in volcanic activity, earthquakes, hot springs and geysers, and the formation of islands in the West.
- Compare the many lakes and rivers the West has.
- Describe the wide variety of climates found in the West, including the hottest and coldest areas, and areas with more moderate climates.
- Identify areas of high and low precipitation in the West.
- Analyze the physical processes that are responsible for the rain shadow effect.
- Analyze and compare the relationship between climate and the varied plant and animal life of the West.
- Identify major natural resources in the West and how they create income. • Understand that the West has many mines that provide minerals.
- Identify important agricultural lands in the West and their varied products.
- Demonstrate an understanding that human-made features such as canals and dams to bring water to dry areas of the West.
- Demonstrate how the sea is an important resource in the West.
- Analyze information in order to make generalizations.
- Support generalizations with facts and examples.
- Identify American Indian groups that have lived in the West.
- Demonstrate how Spanish exploration and colonization led to the development of the West.
- Understand the history of Western settlement by people from elsewhere in the United States and abroad.
- Understand and identify how U.S. expansionism and trade led to the acquisition and eventually statehood of Hawaii and Alaska.
- Understand the growth of cities in the West.
- Explain what we can learn from images.
- Examine images closely to understand what is happening in them.
- Identify major elements of the West's economy today.
- Demonstrate the importance of trade to the economy of the West, especially trade with other nations that border the Pacific Ocean.
- Understand that the West has many ports at which goods are both imported and exported.
- Describe the challenges the West faces today and in the future and what the region is doing to meet those challenges.
- Understand how to analyze a text.
- Understand how Ansel Adams described the Yosemite Valley.

Activities:

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- Big Question: How does where we live affect who we are?

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- Watch the video: San Diego: The City by the Sea ○
Jumpstart Activity
- Vocabulary
 - Rap About It!
- Literacy Skill: Make Generalizations
- Quest Project-Based Learning: Write a journal entry ● Read and Respond:
 - Lesson 1: A varied land
 - Lesson 2: Climate of the West
 - Lesson 3: Western Resources
 - Lesson 4: Growth of the West
 - Lesson 5: The West Today
- Primary Source: Ansel Adams, *The Portfolios of Ansel Adams*
- Critical Thinking Skills: Analyze Images
- Citizenship: Elizabeth Peratrovich
 - Read and respond to describe equal rights
- DBQ
 - The Oregon Trail: Go or Stay Put? (optional)

Leveled Readers:

- What's It Like in the West?
- Life in the West
- Exploring the West

Literature Resources:

- *Steve Jobs: Insanely Great* by Jessie Hartland
- *Gordon Parks: How the Photographer Captured Black and White America* by Carole Boston Weatherford
- *Iron Rails, Iron Men and the Race to Link the Nation: The Story of the Transcontinental Railroad* by Martin W. Sandler

Assessments

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Formative:

- Lesson 1 Check, #4-6, p. 365
- Lesson 2 Check, #3-5, p. 371
- Lesson 3 Check, #4-6, p. 377
- Lesson 4 Check, #3-5, p. 385
- Lesson 5 Check, #4-6, p. 393
- Online quizzes (Chapters 1-5)
- Chapter vocabulary games

Summative:

- Chapter 9 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest
- DBQ essay (optional)

Interdisciplinary Connections

Standards

- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Career Readiness, Life Literacies, and Key Skills

N/A

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Technology Integration

Platforms: Savaas, Google Classroom

Devices: Chrome books Standards:

- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.TL.3** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics or symbols.

Career Education

CRP4 Communicate clearly and effectively and with reason

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments • Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text) • Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations • Propose interest-based extension activities • Expose students to beyond level texts.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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