

READINGTON PUBLIC SCHOOL DISTRICT

4th Grade Social Studies 2026

Authored by:

Kelly Neuberger
Susan Johnson
Kristi Dauernheim

Reviewed by:

Dr. Stacey Brown, Supervisor of Humanities
Dr. Jonathan Hart, Superintendent of Schools

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Members of the Board of Education:

David Rizza, President
Ellen DePinto, Vice-President
Pamela Cassidy
Elizabeth Fiore
Paulo Lopes
Michele Mencer
Richard Pieros
Linda Rad
Justina Ryan

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is an inquiry-based learning model which prepares students to produce and critically consume information in our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

Units	Key Topics
Unit 1 Our State's History September to November	• Learn how people of the region were connected to the land before the arrival of Europeans and consider contemporary Native American connections to the land. • Explore events of European exploration, colonization, and expansion in their state. • Examine issues related to people's rights and freedom.

	Investigate how the content of historical sources is impacted by the perspectives of its makers.
Unit 2 Natural Resources of the US December to Mid-March	- Investigate the country's five regions focusing on each region's unique geography, natural resources and agricultural products. - Investigate natural resources and gather evidence to support claims advocating for responsible use. - Investigate sustainability and the use of natural resources through contemporary and historical case studies that emphasize the three pillars of sustainability. - Investigate actions that individuals, communities, and industries can take to promote sustainability.
Unit 3 Economic Choices Mid-March to June	- Investigate how a market economy works. - Examine the role of producers who aim to develop a plan to provide a good or service that meets local needs or wants. - Explore how and why people make economic decisions. - Investigate the role of today's economic choices in achieving tomorrow's personal, financial, and community goals. Explore how choices about where to allocate limited resources, such as time and money, can contribute to achieving goals and developing human capital.

VI. UNITS OF STUDY

4th Grade: Unit 1 Our State's History
Desired Results
Standards: 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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. 6.1.5.HistoryCC.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.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

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

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

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.

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

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

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

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

Understandings:

- The historical roots of state and local history are not buried but are alive in the artifacts, monuments, and buildings around us, as well as the stories that we tell.

Essential Questions:

- How can we help tell the story of our state?
- How do connections to the land shape ways of life?
- How did European exploration and settlement shape the story of our state?
- How is the struggle for freedom part of our story?
- Why is it important to ask critical questions about historical sources?

Students will be able to...

Module 1:

- Make inferences about differences between timelines
- Reflect on the impact of the maker of historical sources
- Generate meaningful questions about their state's history

Module 2:

- Describe physical characteristics of the region
- Analyze how people have adapted to, used, and modified the physical environment of the region
- Investigate cultural characteristics of early, historical, and contemporary Indigenous groups
- Compare findings with the narratives presented in different historical sources
- Analyze how the environment is connected to ways of life

Module 3:

- Investigate cause-and-effect relationships connected to events of early state history
- Investigate the reasons for key expeditions to the region and the impact of those expeditions on its development

- Describe groups that have migrated into and out of the region as well as the reasons why (push and pull factors)
- Evaluate the impact of European exploration and early settlement on different groups of people

Module 4:

- Recognize that ideas about freedom have evolved over time
- Describe how freedom and independence were different for different groups of people throughout history, throughout the US, and in their own state
- Describe how a single event can impact different groups in different ways

Module 5:

- Explain how critical questions can help people understand more about historical events and sources
- Analyze and compare points of view represented in multiple sources
- Describe how the content of a source is impacted by its maker's perspective
- Generate ideas about challenges and opportunities related to how history is remembered

Learning Activities

Module 1:

- Hook Activity: Examining Our State Timeline
- Generating Investigation Questions

Module 2:

- Identifying the First Known People of Our State
- Indigenous Cultures of Our Region
 - The teacher will read the article "[Native People of the American Northeast](#)" (in Module 2, Lesson 3) and discuss the culture of Native People in this region.
 - Students will investigate the culture of the Lenni Lenape. Students will view one of 5 videos in the [Lenape Lifeways series of videos on YouTube](#) and note this community's cultural characteristics, such as customs, social organization, clothing, and types of homes. See supplemental materials for YouTube videos.
 - Students will note one piece of data relating to the Lenni Lenape. They will explain how this data impacted the Lenape people.
- Oral Storytelling in Native American Cultures
- Independent Investigation of Native American History (Part 1 of 2)
- Independent Investigation of Native American History (Part 2 of 2)
- Reflecting on Connections to the Land

Module 3:

- Constructing a Timeline
- Historical Events and Developments Investigation (Part 1)
- Historical Events and Developments Investigation (Part 2)
- State History Investigation Stations
 - Focus on diverse individuals from NJ history
- Reflecting on Events That Shaped Our State

Module 4:

- Analyzing Rights and Freedom in Early State History
 - Focus on Benjamin Franklin and Thomas Jefferson's contribution to writing the Declaration of Independence. Students will watch [BrainPOP](#) videos on the following topics: Declaration of Independence, Benjamin Franklin, and Thomas Jefferson. Students will analyze the importance of the document and note the leadership characteristics of Franklin and Jefferson that led to the success of our state and nation.
- US Policy and Native Americans' Freedom (Holocaust)
- Indigenous American Resistance
- The Abolitionist Movement and Underground Railroad (Amistad)
 - Comparison to indentured servitude
- Freedom in our Region Choice Topic
 - Focus on diverse individuals from NJ history

• Reflecting on Freedom Module 5: • Historical Sources and Perspectives • Exploring Memorials • History Is All Around Us ◦ Focus on George Washington and Governor William Livingston. Discuss how they have impacted state and national governments over time • Constructing a Claim • Synthesizing Findings and Drawing Conclusions	
Interdisciplinary Connections	
ELA: 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. Activity: In Module 2, Lesson 5, students investigate choice topics related to Native American history and the culture of their region, using a curated selection of sources. Students will discover how Hispanic communities influenced the “Garden State.”(LHH) Visual and Performing Arts: 1.5.5.Pr5a: Prepare and present artwork safely and effectively. Activity: Students explore the oral storytelling tradition to see how stories can be a window into the past, revealing the history and culture of a place. They listen to an oral story from their region and consider its purpose and meaning before representing it in a storyboard with pictures and words. (Module 2, Lesson 4)	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d). Activity: Module 2, Lesson 5, Part 1: Independent Investigation of Native American History (Part 1 of 2). Students will research the history and culture of the Leni Lenape and create a Google Slide presentation to share their findings. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements. Activity: Module 4: Discuss the characteristics that made Benjamin Franklin and Thomas Jefferson successful politicians and leaders in our country’s history. 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. Activity: In Unit 1, Module 2, Lesson 5, students investigate choice topics related to the Native American history and culture of their region, using a curated selection of sources.	
Computer Science and Design Thinking	
Computer Science Data & Analysis: 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Activity: Module 2, Lesson 5, Part 1: Independent Investigation of Native American History. Students will focus on the Leni Lenape and include one data point in their research. They will organize and display data in order to highlight relationships or support a claim about the Lenape people.	
Assessment Evidence	
Formative:	Benchmark: Inquiry Product Rubric Student Participation Assessment

- Observe the class and gauge their general entry point to key concepts and skills; look for: - Recognizes that historical sources are impacted and limited by the perspectives of those that make them - Follows protocol: listens, takes turns, contributes “Module 2 Content Check” handouts “Module 3 Content Check” handouts “Module 4 Content Check” handouts Summative: “Make Your Claim” handouts using the “Claim Rubric” - Module 2 Observations teacher worksheet - Module 3 Observations teacher worksheet - Module 4 Observations teacher worksheet - Module 5 Observations teacher worksheet - Unit project	Alternative: - Teacher observation - Oral reporting of formative assessments
Resources	
Core Materials: - Most updated version of inquirED Inquiry Journeys Grade 4 Supplemental Materials: - Technology: - Chromebook BrainPOP Lenape Lifeways Series on YouTube	

4th Grade: Unit 2 Natural Resources of the US
Desired Results
Standards: 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.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.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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

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

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.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

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

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

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

Understandings:

- Each region of the United States is unique; together, they provide people with the different resources they need to survive.

Essential Questions:

- How should we use the natural resources of the United States?
- How is each region of the US unique?
- How can we use natural resources responsibly?
- What happens when the pillars of sustainability are stressed?
- What actions support sustainability?

Students will be able to...

Module 1:

- Analyze the relationship between use of resources and depletion of resources
- Infer or determine how to sustain a resource

Module 2:

- Locate and name each region on a map of the United States
- Identify geographic features on a map of US regions
- Describe characteristics of a region of the US, including natural resources, geographic features, agriculture, climate, and major cities
- Reflect upon evidence from a variety of sources to draw conclusions about what makes each region of the US unique
- Describe how humans depend on and interact with the environment

Module 3:

- Identify and differentiate between renewable and nonrenewable resources
- Investigate how humans use and rely on natural resources
- Describe challenges and benefits related to the use of a specific resource
- Describe how humans impact, and are impacted by, availability of natural resources
- Use evidence to construct a claim about responsible use of a resource

Module 4:

- Analyze an historical event (the Dust Bowl) through the lens of sustainability
- Identify and describe contributing factors and outcomes of events related to historical and contemporary case studies (like the Dust Bowl)

- Evaluate the strengths and limitations of a variety of sources

Module 5:

- Describe actions that individuals, industries, and communities have taken to promote sustainability
- Draw connections between these actions and the pillars of sustainability
- Generate ideas about challenges and opportunities related to use of resources and sustainability

Module 6:

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Learning Activities

Module 1:

- Hook Activity: Valuable Resources
- Generating Investigation Questions

Module 2:

- Map Scavenger Hunt
- Region Investigation
- Exploring States within a Region
- [Transcontinental Railroad](#)
- Reflecting on the Regions of the US

Module 3:

- Renewable and Nonrenewable Resources
 - Read the book [A Different Pond](#) by Bao Phi. ([or watch on YouTube](#)) Use the lesson plan to discuss how fishing for one's own food and collecting metal to sell are resourceful ways to help make ends meet. (AAPI)
 - [A Different Pond Lesson Plan](#)
- Natural Resources Investigation
- Further Research: Confirming Findings
- Natural Resource Mini-Poster
- Mini-Poster Critique and Revision

Module 4:

- The Dust Bowl (Part 1 of 2)
- The Dust Bowl (Part 2 of 2)
- Contemporary Case Study

Module 5:

- Sustainable Practices at Home
- Sustainable Practices in Cities
- Sustainable Practices in Industries
- Sustainable Practices in the Lunchroom
- Synthesizing Findings and Drawing Conclusions
- Constructing the Inquiry Challenge Statement

Module 6: The teacher and students from each classroom will select their inquiry product from the ideas provided in the Inquiry Product section of the Unit Dashboard

- Brainstorm: Comparing Models to Develop Success Criteria
- Brainstorm: Team Norms
- Brainstorm: Generating Ideas for the Work
- Prototype: Creating a Concept Drawing
- Improve: Critiquing Rough Drafts
- Improve: Developing the Work

- Reflect: Revisiting the Inquiry Challenge

Interdisciplinary Connections

ELA: 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. **Activity:** In Module 2, Lesson 2, students are introduced to the five regions of the country, investigating each region's unique geography, natural resources, and agricultural products. (LHH)

Science 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. **Activity:** In Module 5, Lesson 3, students analyze two different case studies highlighting sustainable practices. They review their understanding of renewable resources and the importance of not using these resources faster than they can be reproduced. Then students apply this understanding to their analyses of case studies in the fishing and logging industries. Students will synthesize these ideas so they can be applied beyond the case studies.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. **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. **9.4.5.IML.7:** Evaluate the degree to which information meets a need, including social-emotional learning, academic, and social (e.g., 2.2.5. PF5). **9.4.5.DC.6:** Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). **Activity:** In Module 6: Take Informed Action, students will use the conclusions and key findings from their investigation to impact the world beyond their classroom. They will draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems. Students will create a product to communicate the importance of conserving natural resources.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements. **Activity:** After completing Module 3, students will brainstorm professions related to the use of natural resources (e.g., geologists, meteorologists, farmers) and discuss the training, skills, and certifications required to pursue these professions.

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue. **Activity:** In Module 4, Lesson 4, students investigate the impact of human activity on the environment and, in turn, the impact of environmental change on humans. They will gather evidence from text and video sources on the positive and negative impacts of human actions and analyze how these impacts connect to each pillar of sustainability.

Computer Science and Design Thinking

Data and Analysis 8.1.5.DA.1: Students will collect, organize, and display data in order to highlight relationships or support a claim. **Activity:** In Module 2, Lesson 2, students investigate a region by examining a variety of sources. They gather and synthesize information about geography, environment, natural resources, agricultural products, and urban centers in order to draw conclusions about their region. Later in this module, students present findings to their classmates.

Assessment Evidence	
Formative: - Observe the class and gauge their general entry point to key concepts and skills; look for: - Contributes, takes turns, compromises - Connects overuse to depletion of supply - Draft Mini-Posters Summative: “Regions Content Check” handouts - Finalized Mini-Posters “Contemporary Case Study” handout “Imagining a More Sustainable Future” handouts - Module 2 Observations teacher worksheet - Module 3 Observations teacher worksheet - Module 4 Observations teacher worksheet - Module 5 Observations teacher worksheet - Unit project	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: - Teacher observation - Oral reporting of formative assessments
Resources	
Core Materials: - Most updated version of inquirED Grade 4 Supplemental Materials: - Technology: - Chromebooks Harriet Tubman National Historical Park (U.S. National Park Service) A Different Pond by Bao Phi A Different Pond Lesson Plan Transcontinental Railroad	

4th Grade: Unit 3 Economic Choices
Desired Results
Standards: 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products. 6.1.5.EconEM.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.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

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

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

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

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

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

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

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.

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

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

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

Understandings:

- Economics relates to every aspect of our lives.
- People have unlimited wants and limited resources; therefore, they must make choices constantly.
- Each of us has the power to make economic choices that can have a positive impact on our communities today and in the future.

Essential Questions:

- How can we make economic choices that have positive impacts?
- How do the parts of an economy work together?
- How do producers both shape and reflect their communities?
- How can we make economic choices?
- How do people work toward economic goals?

Students will be able to...

Module 1:

- Represent a vision for themselves and their community
- Explore the connections between goals, choices, and economics

Module 2:

- Describe relationships between goods, services, producers, and consumers
- Explain how a community's needs and wants affect what is produced and consumed
- Explain concepts of supply and demand
- Analyze how a market economy works by explaining the interactions of the people and parts involved

Module 3:

- Explain how market demand, available resources, and choice impact production
- Identify regional industries and explain how location and natural resources have helped to shape them
- Use basic economic concepts (market demand, resources, specialization) to illustrate factors that have influenced regional production
- Describe how economic activity has shaped the development or character of the region

Module 4:

- Compare the benefits and costs of individual choices (scarcity, opportunity cost)
- Analyze how spending choices are influenced by price as well as many other factors (ex. advertising, peer pressure, options, incentives)
- Describe how positive and negative incentives influence consumer behavior

Module 5:

- Describe the impact of individual choices on the community
- Describe intended outcomes of various economic choices (such as to save, spend, borrow, or give)
- Describe how budgets can be a tool to help make economic choices and work toward goals
- Explain how developing one's human capital now can support attaining goals in the future
- Generate ideas about ways to address challenges and opportunities related to making economic choices that positively impact ourselves and our community

Learning Activities

Module 1:

- Hook Activity: Envisioning the Future
- Generating Investigation Questions

Module 2:

- Exploring Producers and Consumers
- A Market Economy
- A Closer Look at Supply and Demand
- Government as a Producer and a Consumer
- Reflecting on Economic Interactions

Module 3:

- Exploring Producers
- Exploring Our Regions' Economic Story
- [Exploring the Industrial Revolution](#)
 - Focus on transportation and how it impacted the economies of New Jersey and the United States.
 - [Industrial Revolution video](#)
 - [Industrial Revolution, Learn Bright](#)
- Exploring Historical Industries of Our Region
- Exploring Entrepreneurs
 - Focus on the qualities of entrepreneurs
- Reflecting on Economic Opportunities
 - Focus on NJ, our region, and other regions in the US and how the availability of resources impacted economies
- Producer Plan Critique

Module 4:

- Opportunity Cost
- The Power of Influence
- The Power of Advertising
- Reflecting on How We Make Economic Choices

Module 5:

- Making Economic Choices That Work Toward Goals
- Helping Our Community Meet Goals
- Synthesizing Findings and Drawing Conclusions

Interdisciplinary Connections

ELA: RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. Activity: In Module 3, Lesson 2, students explore the economic growth in their state to gather evidence about the impacts that various industries have had on the region.

They look at how industries changed over time due to shifting market demands and new developments in technology, production methods, and transportation. Students also consider how economic activity has shaped the landscape and character of their region.

Visual and Performing Arts: 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. **Activity:** In Module 4, Lesson 4, students develop media literacy skills and analyze how advertising influences economic decision-making. They watch a video on marketing tricks, then participate in a Gallery Walk to analyze advertisements and identify strategies that influence spending decisions. Select this lesson to prepare students to think critically about the advertisements they encounter every day.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. **9.4.5.DC.5:** Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). **9.4.5.TL.5:** Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d). **Activity:** In Module 3, Lesson 4, students learn about entrepreneurs and the roles they play in generating new ideas, products, businesses, and market demand. They conduct an independent investigation of an entrepreneur to identify how this person identified a need and developed a solution, the factors that influenced their decision-making, and how the production of their product impacted their region.

9.2.5.CAP.7: Identify factors to consider before starting a business. **Activity:** In Module 2, Lesson 1, students explore the idea of economics as a system. They identify key parts of the system, such as producers, consumers, goods, and services, and describe how these parts interact within the market economy.

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). **Activity:** In Module 3, Lesson 4, students learn about entrepreneurs and the roles they play in generating new ideas, products, businesses, and market demand. They conduct an independent investigation of an entrepreneur to identify how this person identified a need and developed a solution, the factors that influenced their decision-making, and how the production of their product impacted their region.

Computer Science and Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. **Activity:** In Module 2, Lesson 2, students build upon their growing understanding of consumers and producers to explore the interrelationships between supply, demand, price, and quantity. They read a text to gather information, and then they apply their knowledge to analyze several scenarios.

Assessment Evidence

Formative:

- Observe lesson activities to gauge the general entry point to key concepts and skills; look for:
 - Prior knowledge about economic concepts

Summative:

- "How the Economy Works" handouts
- "Producers Content Check" handouts

Benchmark:

Inquiry Product Rubric
Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of formative assessments

• "Economic Choice" handouts • "Working Toward My Goals" handouts • Module 2 Observations teacher worksheet • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations teacher worksheet • Unit project	
Resources	
Core Materials: • Most updated version of inquirED Inquiry Journeys Grade 4 Supplemental Materials: • Primary Sources ◦ Industrial Revolution, Learn Bright • Technology: ◦ Chromebooks ◦ Exploring the Industrial Revolution ◦ Industrial Revolution video	

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections require district boards of education to be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The Amistad Curriculum requirements in New Jersey (A1301) mandate that all public schools infuse the history of Africans and African Americans into K-12 social studies, world history, and other subject areas to provide a complete, accurate, and inclusive narrative of America. This law focuses on highlighting accomplishments and experiences across all academic areas.

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.

New Jersey's curriculum legislation (P.L. 2021, c.416/S4021) mandates that all public schools integrate Asian American and Pacific Islander (AAPI) history and contributions into their curriculum for kindergarten through grade 12.

The Act concerning instruction on Latinos and Hispanics in public schools (A3871) requires school districts to provide instruction on the history and contributions of Latino and Hispanic Americans in grades K-12 as part of the implementation of the New Jersey Student Learning Standards.