

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Social Studies

Grade: 4

ABSTRACT

Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities. An education in Social Studies fosters a population that:

- **Is civic-minded, globally aware, and socially responsible;**
- **Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;**
- **Makes informed decisions about local, state, national, and global events based on inquiry and analysis;**
- **Considers multiple perspectives, values diversity, and promotes cultural understanding;**
- **Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;**
- **Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world: and**
- **Discerns fact from falsehood and critically analyzes information for validity and relevance.**

ESSEX FELLS PUBLIC SCHOOL

Grade 4 Social Studies

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: Geography and Human Impact <i>September-November: 12 weeks</i>	Topic: Early People- History, Culture, and Perspectives <i>December-February: 12 weeks</i>	Topic: Government <i>March-April: 8 weeks</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: 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.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude	NJSLS-SS: 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 Americans resulting in changes to conditions. 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.	NJSLS-SS: 6.1.5.Civic.DP.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.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.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the

	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.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.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.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.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 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.	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, inspiring 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.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.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.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.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.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

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.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. 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.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	
--	--	---	--

		6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies. 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.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.	
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at</i>	English Language Arts RI.4.1 Refer to details and	English Language Arts RI.4.1 Refer to details and	English Language Arts RI.4.1 Refer to details and

<i>least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences for the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.5 Describe the overall structure of events , ideas, concepts, or information in a text or part of a text. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and	examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences for the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.5 Describe the overall structure of events , ideas, concepts, or information in a text or part of a text. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and	examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences for the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.5 Describe the overall structure of events , ideas, concepts, or information in a text or part of a text. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and
--	--	--	--

	relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Mathematics MP.2 Reason abstractly and quantitatively MP.4 Model with Mathematics MP.5 Use appropriate tools strategically 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; oz; 1, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Mathematics MP.2 Reason abstractly and quantitatively MP.4 Model with Mathematics MP.5 Use appropriate tools strategically 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; oz; 1, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Mathematics MP.2 Reason abstractly and quantitatively MP.4 Model with Mathematics MP.5 Use appropriate tools strategically 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; oz; 1, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about local and/or global climate change issues and deliberate about possible solutions. 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about local and/or global climate change issues and deliberate about possible solutions. 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about local and/or global climate change issues and deliberate about possible solutions. 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. 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.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.	perspectives to improve upon current actions designed to address the issue. 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.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.	perspectives to improve upon current actions designed to address the issue. 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.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.	Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.	Design Thinking 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
21st Century Life and Careers: Career Education: Write out	N/A	N/A	N/A

complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)			
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Physical geography, human geography, and the environment interact to shape the development of cultures, societies, and nations. ● Maps and geographic tools help people locate, analyze, and interpret information about places and regions. ● Geography influences how people live, adapt, and interact with their environment and one another.	● The geography and natural resources of New Jersey have influenced where people settled, lived, and worked. ● The history and cultures of the Lenape, immigrants, and other groups have shaped New Jersey's identity and heritage. ● Colonization, the pursuit of religious freedom, and the fight for independence led to the development of New Jersey and the United States. ● Historical events, including European colonization, immigration, and slavery, brought both opportunities and challenges that continue to influence society today.	● The U.S. Constitution and Bill of Rights protect individual rights and support American democracy. ● The U.S. government is organized to balance power, limit authority, and serve the people. ● Responsible citizenship, civic participation, and fair laws help promote the common good and strengthen democracy. ● Individuals and groups can create positive change by advocating for fairness, equality, and civil rights.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	● How do physical geography, human geography, and the human environment interact to influence or determine the	● How have the people of New Jersey divided natural resources? ● How has the folklore and the actions of historical and	● How do the rights guaranteed by the Constitution and Bill of Rights contribute to American democracy?

	development of cultures, societies, and nations? • How can maps and map tools be utilized to retrieve information about a specific place or region?	fictional characters from New Jersey contributed to the heritage? • What challenges did various groups face in early history? • Why did various groups immigrate to New Jersey and America? • What key events led to the creation of the United States and New Jersey? • What impact did European colonization have on the Lenape? • How has the Lenape history and culture had a lasting impact on New Jersey? • How did slavery impact all individuals? • How did religious freedom play a role in the formation of the colonies?	• How do fairness and equality influence change at the local and national levels of the U.S. government? • How does the U.S. government define and limit government power? • How does the U.S. function as a democracy? • How do individual rights and the common good depend on citizens exercising their civic responsibilities? • What constitutes a good rule or law? • How have the actions of civil rights activists helped to create change? • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
STAGE 2: Evidence			

Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments: ● Class Discussions ● Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group ● In-class Assignments ● Teacher Observations Summative Assessments: ● End of Chapter or Unit Tests ● Inquiry Journal & Project Alternative Assessments: ● Journals ● Oral Presentations ● Projects ● Questions for Comprehension ● Peer Assessment ● Self-Assessment Benchmark Assessments: ● Oral/Short Answer Assessment	Formative Assessments: ● Class Discussions ● Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group ● In-class Assignments ● Teacher Observations Summative Assessments: ● End of Chapter or Unit Tests ● Inquiry Journal & Project Alternative Assessments: ● Journals ● Oral Presentations ● Projects ● Questions for Comprehension ● Peer Assessment ● Self-Assessment Benchmark Assessments: ● Oral/Short Answer Assessment	Formative Assessments: ● Class Discussions ● Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group ● In-class Assignments ● Teacher Observations Summative Assessments: ● End of Chapter or Unit Tests ● Inquiry Journal & Project ● Alternative Assessments: ● Journals ● Oral Presentations ● Projects ● Questions for Comprehension ● Peer Assessment ● Self-Assessment Benchmark Assessments: ● Oral/Short Answer Assessment
STAGE 3: Learning Plan			

Learning Activities/Content: *(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:*

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*

N.J.S.A. 18A:35-4.36a

Learning Activities:

- Themes of Geography-Analyzing postcards
- Creating Geography Themes postcard
- Around the room map activities
- Map sorting
- Creating maps
- Reading maps
- Using map features (map key/legend, map scale, compass, etc.)
- Locating places based on longitude and latitude
- Webquests
- Design the layout of a park using geography skills
- Create a political map
- Educational Videos

Skills:

- Compare information found in different types of maps, and determine why the information may be useful
- Explain how to use political maps and globes

N.J.S.A. 18A:35-4.36a

Learning Activities:

- Playing traditional Native American games
- Interactive Trading Simulation
- Inventing a Native American game using only items found in nature
- StoryBoardThat Colonial Life research assignment
- Artifact walk
- Native American Tribe research and presentations
- Important historical figures research
- Picture walks
- Analyzing maps
- Educational Videos

Skills:

- Analyze historical events that led to the creation of New Jersey and The United States
- Research how important historical figures shaped the formation of state and local governments
- Understand how positive

N.J.S.A. 18A:35-4.36a

Learning Activities:

- Amendment writing and creation
- Proposing and voting on amendments
- Debate the validity of a specific bill becoming a law
- Research and write about how checks and balances benefit our government
- Taxation Simulation
- Bill of Rights and Constitution dissection
- MLK Research

Skills:

- Interpret that the rights guaranteed to U.S. citizens in the Bill of Rights and Constitution
- Read about how equality includes change in government
- Create a visual representation of the branches of government

	to measure distances and determine locations using latitude and longitude ● Describe how human interactions impact the environment ● Identify how maps and other geographic representations can be used to understand and communicate information ● Analyze different special-purpose maps to learn about different regions of New Jersey ● Utilize maps to compare and contrast different areas of New Jersey Amistad 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.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	and negative interactions between early groups of people impacted their cultures ● Use artifacts to better understand the lives of the Lenni Lenape people and culture ● Research the lives of early colonial people to better understand their culture ● Make inferences about the impact that belief systems and family structures of African, European, and Native American groups had on government structures ● Understand the difference between slavery and indentured servitude in Colonial labor systems ● Analyze key historical documents to determine the role they played in past and present-day government and citizenship. ● Describe the role of religious freedom and participatory government in	● Research the actions of civil rights activists ● Understand what makes a good rule or law ● Understand how individuals exercising their civic responses is necessary for a functioning democracy ● Identify the three branches of government and how each branch balances and limits power Amistad 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.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
--	--	---	---

	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.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. Holocaust 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. 6.1.5.HistoryCC.2 Describe how the contributions of individuals and groups have shaped communities, states, and the nation.	various North American colonies. Amistad 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.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. 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). Holocaust 6.2.12.A.5 Discuss how participation in civic and political life can contribute to the attainment of individual and public good.	make. Holocaust 6.2.8.E.13 Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation. 6.2.12.E.15 Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g. Holocaust, Native Americans, Irish Famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent reoccurrence of such events. 6.1.5.CivicsPI.3 Explain how laws protect individual rights and promote the common good. 6.1.5.CivicsPR.4 Explain how citizens can work together to address problems and improve their communities.
--	--	--	--

		6.1.5.HistoryCC.3 Explain how experiences and perspectives of different groups have contributed to the development of New Jersey and the United States.	
Resources: <i>(Include names of texts and all online resources)</i>	● Newsela ● Achieve3000 ● Junior Scholastic ● EdPuzzle ● BrainPop ● Readworks ● Epic ● Webquests ● Freckle ● Savvas MyWorld workbook	● Newsela ● Achieve3000 ● Junior Scholastic ● EdPuzzle ● BrainPop ● Readworks ● Epic ● StoryboardThat ● Webquests ● Freckle ● Lenape Life Videos ● Savvas MyWorld workbook	● Newsela ● Achieve3000 ● Junior Scholastic ● EdPuzzle ● BrainPop ● Readworks ● Epic ● Webquests ● Freckle ● Savvas MyWorld workbook
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups: 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)</i>	Special Education: ● Individualized Education Plans (IEPs) ● Cooperative Learning Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible	Special Education: ● Individualized Education Plans (IEPs) ● Cooperative Learning Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible	Special Education: ● Individualized Education Plans (IEPs) ● Cooperative Learning Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible

	small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs): ● Cultural Responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic Devices ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Student Conferences ● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet	small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs): ● Cultural Responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic Devices ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Student Conferences ● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet	small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs): ● Cultural Responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic Devices ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Student Conferences ● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet
--	--	--	--

	- reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials ● Design surveys to generate and analyze data to be used in discussion	- reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials ● Design surveys to generate and analyze data to be used in discussion	- reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials ● Design surveys to generate and analyze data to be used in discussion
--	---	---	---

	504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments	504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments	504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments
--	---	---	---

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: Economy May-June: 8 weeks		
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-SS: 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.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.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries. 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.CivicsPR.2: Describe the process by which immigrants can become United States citizens. 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.		
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	English Language Arts RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences for the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.5 Describe the overall structure of events , ideas,		

	concepts, or information in a text or part of a text. W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Life Literacies & Key Skills 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.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.		
Integration of Computer Science and Design Thinking: Write out	Design Thinking 8.2.5.ED.2: Collaborate with peers		

complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.		
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A		
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● People, businesses, and countries specialize and trade to meet needs and make the best use of resources. ● Natural, human, and capital resources are used to produce goods and provide services. ● Supply and demand influence the prices and		

	availability of goods and services. • Geography, natural resources, climate, transportation, technology, and the labor force all affect economic activities and economic growth.		
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why do individuals and businesses specialize and trade? 2. What resources are used to produce goods and services? 3. How does supply and demand influence prices and output of products? 4. What role does geography, natural resources, climate, transportation, technology, and labor force play in economic activities?		
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i>	Formative Assessments: • Class Discussions • Cooperative Learning Activities that students		

3. <i>Alternative - Performance/Project</i> 4. <i>Benchmark</i>)	complete in class where the teacher can assess an individual or group ● In-class Assignments ● Teacher Observations Summative Assessments: ● End of Chapter or Unit Tests ● Inquiry Journal & Project Alternative Assessments: ● Journals ● Oral Presentations ● Projects ● Questions for Comprehension ● Peer Assessment ● Self-Assessment Benchmark Assessments: ● Oral/Short Answer Assessment		
STAGE 3: Learning Plan			

Learning Activities/Content: *(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:*

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*

Activities:

- Create an item to sell considering need, supply, demand
- “Shark Tank”
- Research items that are produced and manufactured in New Jersey
- Research supply and demand of different resources around the country
- Read
 - *The Inventor’s Secret: What Thomas Edison Told Henry Ford*
 - *Beyond the Lemonade Stand*

Skills:

- Research products and goods produced in New Jersey
- Read about how supply and demand influences prices
- Analyze the role geography plays in economic activities
- Understand the benefits for specializing in a trade

	Amistad 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Holocaust 6.2.12.A.5 Discuss how participation in civic and political life can contribute to the attainment of individual and public good. 2.2.8.D.3 Explain how community and public service supports the development of core ethical values 6.1.5.CivicsPL.3 Explain how laws protect individual rights and promote the common good.		
Resources: <i>(Include names of texts and all online resources)</i>	● Newsela ● Achieve3000 ● Junior Scholastic ● EdPuzzle ● BrainPop ● Readworks ● Epic ● Freckle ● Webquests		
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i>	Special Education: ● Individualized Education Plans (IEPs) ● Cooperative Learning		

3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs): ● Cultural Responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic Devices ● Modeling ● Non-Verbal Assessments ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Student Conferences ● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background		
--	--	--	--

	Knowledge ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to		
--	---	--	--

analyze and evaluate materials

- Design surveys to generate and analyze data to be used in discussion

504 Plans:

- Preferential seating.
- Extended time on tests and assignments.
- Reduced homework or classwork.
- Verbal, visual, or technology aids.
- Modified textbooks or audio-video materials.
- Oral assessments