

[4th Grade Social Studies Curriculum](#)

| 4 <sup>th</sup> Grade Social Studies Curriculum            |                            |
|--|----------------------------|
| Course Title: Social Studies                               |                            |
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| 2022-2023 Disciplinary Concepts                            | <a href="#">Quick Link</a> |

| 4 <sup>th</sup> Grade Social Studies Curriculum Matrix   |   |                       |
|--|---|-----------------------|
| (Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.) |   |                       |
|  |   |                       |
|  | Units   | Instructional Days    |
| Early September  | Unit1: NJDOE Holocaust Commision 9/11 Approved Activities | 3 Instructional Days  |
| September-October  | Unit 2: New Jersey History                                | 11 Instructional Days |
| November-January   | Unit 3: Geography   | 27 Instructional Days |
| Late February-March  | Unit 4: Immigration and Diversity                         | 15 Instructional Days |
| April  | Unit 5: Holocaust   | 4 Instructional Days  |
| May-June   | Unit 6: First Settlers                                    | 18 Instructional Days |

## 4th Grade Social Studies Curriculum

| Philosophy  |
|---|
| <p>The Florham Park School District’s social studies curriculum encourages the students to learn civic principles to become active members of the global community. For a productive and satisfying life, students must have meaningful engagement in the complex world around us. Social Studies allow students to explore and analyze people in connection to their past, their environment, and their societies.</p> <p>Through the New Jersey Core Curriculum Content Standards, the students will investigate the past and make connections to current events. Technology can enhance critical thinking, geography skills, effective communication, and historical understanding. Collaborative, student-centered lessons will promote effective social interactions and problem solving skills.</p> <p>Exposure to the diverse cultures in the world helps to promote empathy, self-reflection, and active global citizens. “Students must feel empowered to make informed and reasoned decisions through their knowledge and understanding of the diverse and dynamic nature of society and the interaction among cultures, societies, governments and environments.”</p> <p style="text-align: center;"><b>Florham Park’s Holocaust and Amistad lessons and connection to the Social Studies Curriculum</b></p> <p>Florham Park has infused Holocaust and Amistad commission lessons throughout the curriculum. The curriculum infuses interactive read alouds throughout the school year. The purpose of the Amistad commission mandate is to infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history. Teachers will be provided books from the Amistad Commission recommended book list with questions to go along with the interactive read aloud books.</p> <p>Adapted from<br/> <b>“ISB Social Studies Philosophy Statement” <i>International School of Beijing</i>. All Rights Reserved. © 2011. Web. 21 June 2011.</b></p> |

### 4<sup>th</sup> Grade’s Geographic Goals

|                                   |   |
|-----------------------------------|---|
| <b>Location</b>                   | <ul style="list-style-type: none"> <li>Identify and locate the physical features, landforms and regions found in NJ</li> <li>Compare and contrast the physical features, landforms and regions in NJ with the rest of the world</li> <li>Use latitude and longitude, Prime Meridian, Equator and scale to locate specific places</li> </ul> |
| <b>Place</b>                      | <ul style="list-style-type: none"> <li>Describe the land features, plants and animals in the regions of NJ</li> </ul>   |
| <b>Relationship within places</b> | <ul style="list-style-type: none"> <li>Recognize the relationship of resources and human activities to various locations on a map</li> </ul>  |
| <b>Movement</b>                   | <ul style="list-style-type: none"> <li>Utilize maps, graphs, and tables to show how areas and populations of NJ have changed through time</li> </ul>  |
| <b>Regions</b>                    | <ul style="list-style-type: none"> <li>Interpret and create pictures, graphs, charts, timelines and tables to compare and contrast with other areas with regard to climate, vegetation and population</li> </ul>  |

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| Unit 1: NJDOE Holocaust Commision 9/11 Approved Activities  | Grade: 4th |
|---|------------|
| <b>Unit Overview:</b><br>This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.   |            |
| <b>NJ Student Learning Standards:</b><br><b>Standards</b><br><b>By the end of grade 5</b><br><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities<br>6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.<br>6.1.4.A.2 - Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.<br>6.1.12.D.11.d - Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.<br><b>Companion Standards:</b><br><b>Key Ideas and Details</b><br>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br><b>Craft and Structure</b><br>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.<br>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.<br>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.<br><b>Integration of Knowledge and Ideas</b><br>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<br>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.<br>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.<br>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.<br><b>Reading History and Social Studies:</b><br>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 from the text.<br>SL.4.5 - 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.<br><b>21st-Century Life &amp; Career Skills</b><br><b>Career Ready Practices</b><br>Act as a responsible and contributing community member and employee.<br>Demonstrate creativity and innovation.<br>Utilize critical thinking to make sense of problems and persevere in solving them<br>Model integrity, ethical leadership and effective management.<br>Use technology to enhance productivity, increase collaboration and communicate effectively. |            |

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Work productively in teams while using cultural/global competence.

**Standard 8 Computer Science**

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.

**Standard 9 Career Readiness, Life Literacy, and Key Skills**

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

**New Jersey Amistad Commission:: 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.

**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.

**Primary interdisciplinary connections:** Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

| Unit Enduring Understandings  | Essential Questions   |
|---|---|
| <ul style="list-style-type: none"> <li>Students will study images of real artifacts and explore what these artifacts tell us.</li> <li>Students will be able to explain how the artifacts capture a memory.</li> <li>Students will be able to explain why living plants and trees have become symbols of remembrance and memory.</li> <li>Students will be able to explain how a tree or other plant that survives a terrible tragedy or destructive event may become a symbol of hope to people as it eventually thrives and blooms again.</li> <li>Students will be able to design their own poem for the future in light of learning about September 11, 2001</li> </ul> | <ul style="list-style-type: none"> <li>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and independent world?</li> </ul> |

**Unit Teaching Points:**

| Concepts<br><i>What will students know...</i>  | Skills/Performance Expectations<br><i>What students will be able to do...</i>   |
|--|---|
| <ul style="list-style-type: none"> <li>Students will be able to use images of artifact archives at St. Paul's website, write or talk about what artifacts tell us and feelings they create.</li> </ul> | <p>Lesson 1: (Mini Lesson/Synchronous)</p> <p>Teaching Point: "Today I want to teach you that we can study real artifacts and explore what these artifacts tell us. We are going to see that artifacts can capture memories. Today we are going to read the book, <i>Seven and a Half Tons of Steel</i> by Jane Nolan. In this book we are going to see how an artifact</p> |

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|   | <p>from 9/11 - a steel beam from the World Trade Center, is used in building a new Navy ship, and the significance this holds ”</p> <ul style="list-style-type: none"> <li>• Read Aloud: <a href="#">Seven and a Half Tons of Steel by Jane Nolan Read Aloud</a></li> <li>• Photos to share with students: <ul style="list-style-type: none"> <li>○ <a href="#">Front of the USS New York</a></li> <li>○ <a href="#">Steel from the WTC used to build the USS New York</a></li> <li>○ <a href="#">Symbol on the USS New York</a></li> <li>○ <a href="#">Photo of the USS New York in New York Harbor</a></li> </ul> </li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• Create a timeline of the steel used to build the USS New York and how this steel artifact changed over time.</li> <li>• Writing Response: Describe how the steel artifact changed over time. What does this artifact symbolize?</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Students will be interpreting a poem, “For Our World,” by Mattie Stepanek to look for suggestions of peace for the future; write poems expressing their own ideas for the future.</li> </ul> | <p>Lesson 2: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today I want to teach you that poems can send messages to their readers. Today we are going to read a poem called “For Our World,” by Mattie Stepanek. In this poem we are going to look for the message of peace and hope for our future.”</p> <ul style="list-style-type: none"> <li>• Share poem: <a href="#">For Our World by Mattie Stepanek</a></li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• Students will write a poem expressing their own ideas for the future.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Students will be analyzing living plants and trees as symbols of memory and remembrance; revival of plant life as symbols of hope and renewal.</li> </ul>                                    | <p>Lesson 3: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today I want to teach you that living plants and trees have become symbols of remembrance and memory. Trees and plants can survive a terrible tragedy or destructive event. In turn, they may become a symbol of hope to people because they can continue to grow and bloom again. Today we are going to read a book called, <i>The Promise of a New Spring</i> by Gerda Weissmann Klein. This book is about a forest fire that destroys all forms of life. Those that survive the fire are symbols of hope for the first to grow and bloom once again.”</p> <ul style="list-style-type: none"> <li>• Discussion on the Holocaust and how this book symbolize the events of this historical event.</li> <li>• Read aloud: <i>The Promise of a New Spring</i> by Gerda Weissmann Klein (this book can be found in the Holocasut bag that Brian provided for you)</li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• Writing Activity Option 1: Choose a season. Write similes and metaphors for each season.</li> <li>• Writing Activity Option 2: Write analogies comparing the Holocaust to the seasons.</li> </ul> |

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| <p><b>Heritage Celebrated Month Guide (Cover in all curricular areas)</b></p>  | <p><b>National Hispanic-Latino Heritage Month: Celebrated Sept 15-October 15</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze diverse stories of becoming part of the United States.</li> <li>Explore story of struggles and triumphs of Latin American people through different context</li> <li>Explore the narratives of Latinos from various nations of origin.</li> <li>Learn about cultural events and history of the community</li> </ul> <p><b>Read Aloud Options - Grade 4 reading level:</b><br/>History and Biographies:</p> <ul style="list-style-type: none"> <li><i>A library for Juana by Pat Mora (Level Q)</i></li> <li><i>Calling the Doves by Juan Felipe Herrera (Level R)</i></li> <li><i>BarrioL Jose's Neighborhood by George Ancona (Level R)</i></li> <li><i>Carnaval by George Ancona (Level R)</i></li> <li><i>Charrao: The Mexico City by George Ancona (Level R)</i></li> <li><a href="#"><i>Danza by Duncan Tonatuih</i></a></li> </ul> | <p>Lesson #4: (Mini Lesson/Synchronous)<br/>Teaching Point: "Today I want to teach you that this month we are celebrating National Hispanic-Latino Heritage Month. During this time we will read books to understand traditions, music and history that have made many contributions to Hispanic culture. Today we are going to watch a video that will introduce you to the Hispanic-Latino Heritage and explain why we recognize and celebrate this culture during this month."</p> <ul style="list-style-type: none"> <li><a href="#">Hispanic Heritage Month Poster</a></li> <li>Youtube Video: <a href="#">Hispanic-Latino Heritage Month Video</a></li> </ul> <p>Asynchronous Activity:<br/>Writing Response: Why do we celebrate Hispanic-Latino Heritage Month?</p> <p>Lesson #5: (Mini Lesson/Synchronous)<br/>Teaching Point: "Today I want to remind you that this month we are celebrating National Hispanic-Latino Heritage Month. During this time we will read books to understand traditions, music and history that have made many contributions to Hispanic culture. Today we are going to read a book called <i>Danza</i>. It is a book about a girl named, Amalia Hernandez, who grows up to be a dancer that shares her dance and Hispanic culture with the world. We will learn how music and dance are ways that people can share their culture and history with the world."</p> <p>Read Aloud: <a href="#">Danza by Duncan Tonatuih</a><br/>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>Writing Response: What made Amalia like a general as her father was and a teacher as her mother was?</li> <li>Writing Response: What other cultures express themselves through dance?</li> </ul> |
|--|--|--|
| Evidence of Learning (Assessments)   |  | Accommodations and Modifications   |
| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Exit Tickets</li> <li>Notebook Checks</li> </ul> |  | <p><b>Special Education:</b></p>   |

## 4th Grade Social Studies Curriculum

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| <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Drafts</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> |
| <b>Summative Assessments:</b>   | <b>Differentiation:</b>   |
| <ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Written Analysis</li> <li>• Summative tests</li> <li>• SAC (Structured Academic Controversy)</li> <li>• Demonstrations</li> <li>• Portfolio</li> </ul>  | <ul style="list-style-type: none"> <li>• Preview content and concepts</li> <li>• Behavior management plan</li> <li>• Highlight text</li> <li>• Small group setting</li> </ul>   |
| <b>Benchmark Assessments:</b>   | <b>High-Prep Differentiation:</b>   |
| <ul style="list-style-type: none"> <li>• Initial Benchmark: 3rd Week of September</li> <li>• Mid-year Benchmark: 4th Week of January</li> <li>• End of year Benchmark: Last week in May</li> </ul>  | <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul>   |
| <b>Alternative Assessments:</b>   | <b>Low-Prep Differentiation:</b>  |
| <ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> <li>• Arguments Writing Assignments</li> <li>• Notebook assessments</li> <li>• Oral Presentations</li> <li>• Socratic Seminars</li> <li>• Primary Source Analysis</li> <li>• <a href="#">Social Studies Instructional Strategies</a></li> </ul> | <ul style="list-style-type: none"> <li>• Clubbing activities</li> <li>• Exploration by interest</li> <li>• Flexible groupings</li> </ul>  |
|   | <b>English Language Learners:</b>   |
|   | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
|   | <b>Students at Risk for Failure:</b>  |
|   | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
|   | <b>Gifted and Talented</b>  |
|   | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
|   | <b>Students with 504 Plans</b>  |

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|   | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
| <b>Core Instructional and Supplemental Materials Professional Resources:</b>  | <b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b>   |
| <b>Core Professional Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">Holocaust 911 Curriculumn</a></li> <li>• <a href="#">September 11</a></li> <li>• <a href="#">Liberty Science Center</a></li> <li>• <a href="#">Kidsbridge Tolerance Museum</a></li> <li>• <a href="#">The National September 11 Memorial and Museum</a></li> <li>• <a href="#">Amistad 3-5 Lesson Plans</a></li> <li>• <a href="#">The Amistad Commission's Literacy Components for Primary Grades</a></li> <li>• <a href="#">Amistad Curriculum (K-12)</a></li> </ul> | <b>Core Instructional Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">Artifact Archive at St. Paul's Chapel, NYC</a></li> <li>• <a href="#">NY Times Blog</a></li> <li>• <a href="#">Photo Analysis (National Archives)</a></li> <li>• Poem "For Our World" by Mattie Stepanek</li> <li>• <i>Nine, Ten: A September 11 Story</i> by Nora Raleigh Baskin (Level U)</li> <li>• <i>Seven and A Half Tons of Steel</i> by Janet Nolan (Level Q)</li> <li>• <i>America Is Under Attack</i> by Don Brown (Level U)</li> <li>• Any appropriate grade 4 book applicable to the unit chosen by the teacher</li> </ul> |
| <b>Supplemental Professional Resources:</b>   | <b>Supplemental Resources:</b>   |
| <ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">iCivics</a></li> <li>• <a href="#">Teaching Tolerance</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> <li>• <a href="#">Go to Hugs Across America</a></li> </ul>  | <b>Suggested Lessons for Differentiation with Small Groups:</b> <ul style="list-style-type: none"> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brainpop</a></li> <li>• <i>14 Cows for America</i> by Carmen Deedy (Level S)</li> <li>• <i>Fireboat: The Heroic Adventures of John J. Harvey</i> by Maria Kalman (Level M)</li> <li>• <i>What Were the Twin Towers?</i> By Jim O'Connor (Level S)</li> </ul>   |
|   | <b>Intervention Resources:</b> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop JR.</a></li> <li>• <a href="#">Readworks</a></li> <li>• <a href="#">CNN10</a></li> </ul>  |



**4th Grade Social Studies Curriculum**

| Interdisciplinary Connections  | Integration of Technology through NJSLs  |
|--|--|
| <ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul> |
| Integration of 21st Century Themes and Skills  | Media Literacy Integration   |
| <ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Creativity and Innovations</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> <li>• Information Literacy</li> </ul>  |
| Career Education   | Global Perspective   |
| <ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• Washington DC Trip</li> <li>• History Based Field Trip</li> <li>• Oregon Trail Webquest</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>  | <ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>  |

4th Grade Social Studies Curriculum

| Unit 2: New Jersey History  | Grade: 4th |
|---|------------|
| <b>Unit Overview:</b><br>This unit will explore the important people and place in New Jersey’s history. The student will discover information from the Native American tribes to the role Governor William Livingston played in the development of the New Jersey government. New Jersey has a rich history and the students can learn about important character values.  |            |
| <b>NJ Student Learning Standards:</b><br><b>Companion Standards:</b><br><b>Key Ideas and Details</b><br>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br><b>Craft and Structure</b><br>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.<br>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.<br>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.<br><b>Integration of Knowledge and Ideas</b><br>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<br>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.<br>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.<br>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.<br><br><b>21st-Century Life &amp; Career Skills</b><br><b>Career Ready Practices</b><br>Act as a responsible and contributing community member and employee.<br>Demonstrate creativity and innovation.<br>Utilize critical thinking to make sense of problems and persevere in solving them<br>Model integrity, ethical leadership and effective management.<br>Use technology to enhance productivity, increase collaboration and communicate effectively.<br>Work productively in teams while using cultural/global competence.<br><br><b>Standard 8 Computer Science</b><br>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.<br><b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b><br>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.<br><br><b>New Jersey Amistad Commission:: N.J.S.A. 18A 52:16A-88</b><br>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.<br><br><b>Primary interdisciplinary connections:</b> Language Arts, 21st Century Life and Careers, Science, and Technology<br>Suggested Activities: |            |

**4th Grade Social Studies Curriculum**

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph  
 Science: Environmental Changes, study agriculture

**Social Studies Standards:**

**By the end of grade 5**

**Grade: 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

| Core Idea   | Performance Expectations   |
|---|--|
| <b>Geography, People and the Environment: Human Population Patterns</b>   |  |
| Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.                                    | <ul style="list-style-type: none"> <li>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</li> </ul>  |
| <b>Geography, People and the Environment: Spatial Views of the World</b>  |  |
| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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).</li> </ul> |
| <b>Geography, People and the Environment: Human Environment Interaction</b>   |  |
| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.                          | <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> </ul>                              |
| <b>History, Culture, and Perspectives: Continuity and Change</b>  |  |
| Chronological sequencing helps us track events over time  | <ul style="list-style-type: none"> <li>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.</li> </ul>   |

**4th Grade Social Studies Curriculum**

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|   | <ul style="list-style-type: none"> <li>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</li> </ul>   |
| Interactions of people and events have shaped the world we experience today.  | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>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.</li> <li>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</li> </ul> |
| <b>Economics, Innovation and Technology: Exchange and Markets</b>   |  |
| The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production   | <ul style="list-style-type: none"> <li>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</li> <li>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).</li> <li>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</li> <li>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.</li> </ul>  |
| 9.1.4.B.1   | Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.  |
| 9.1.4.D.1   | Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.   |
| 6.1.4.B.1   | Compare and contrast information that can be found on different types of maps and determine how the information may be useful.   |
|   |  |
| <b>Unit Enduring Understandings</b>   | <b>Essential Questions</b>   |
| <ul style="list-style-type: none"> <li>New Jersey has a rich history with famous political, military, inventors, etc.</li> <li>Look at the unique history of New Jersey</li> <li>To look at the famous figures that have come from New Jersey.</li> </ul> | <ul style="list-style-type: none"> <li>How does the legacy of earlier groups of people, including the Lenni Lenape and immigrants, influence future generations?</li> <li>What historical events, documents, and figures have helped shape the culture of New Jersey and the United States?</li> </ul>   |

**4th Grade Social Studies Curriculum**

|  |  | <ul style="list-style-type: none"> <li>How do maps and globes reflect history, politics, and economics?</li> <li>What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world?</li> </ul>  |
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| <b>Unit Teaching Points:</b>                       |  |   |
| <b>Bends:</b>                                      | <b>Concepts:</b><br><i>What will students know...</i>  | <b>Skills/Performance Expectations</b><br><i>What students will be able to do...</i>  |
| <b>Bend I:<br/>Geography<br/>of New<br/>Jersey</b> | <ul style="list-style-type: none"> <li>Students will be able to locate New Jersey on the map of the United States and of the world</li> <li>Students will learn the different regions of New Jersey</li> </ul> | <p>Lesson 1: (Mini Lesson/Synchronous)<br/>Teaching Point: “Today I want to teach you about the state that we live in, New Jersey. Before we begin to learn more about it - I am going to give you a question to think about...”</p> <ul style="list-style-type: none"> <li>Inquiry Prompt: View maps of America, New Jersey, and the world.</li> <li>Maps to share with students:             <ul style="list-style-type: none"> <li><a href="#">Map of the World</a></li> <li><a href="#">Map of the United States</a></li> <li><a href="#">Map of New Jersey</a></li> </ul> </li> <li>Class Discussion: What do you notice?</li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>Writing Response: What do I notice about my state, New Jersey, America and world from these pictures?</li> </ul> <p>Lesson 2: (Minilesson/Synchronous)<br/>Teaching Point: “Today I want to teach you that New Jersey is one state in the United States. The United States is a country in North America which is a continent in our world.”</p> <ul style="list-style-type: none"> <li>Read and discuss (North America) <a href="#">The 7 Continents - Reading</a></li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>Brainpop Video - <a href="#">Continents of the World</a></li> <li>Writing Response: What have you learned about North America from this video? Share 3-5 interesting facts.</li> </ul> <p>Lesson 3: Regions (Minilesson/Synchronous)</p> |

**4th Grade Social Studies Curriculum**

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|  |  | <p>Teaching Point: “Today I am going to teach you that there are different regions of New Jersey, and Florham Park belongs to one region of New Jersey - <a href="#">Florham Park Map</a>”</p> <p>Whole class: Introduce the four major regions of NJ,(Appalachian Ridge and Valley, the Highlands, Piedmont Region, Inner Coastal Region, Atlantic Coastal Plain) and point out what region Florham Park belongs to.</p> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>● What’s Unique about NJ Regions? <ul style="list-style-type: none"> <li>○ <a href="#">Interactive NJ Region Map</a></li> <li>○ <a href="#">NJ Region Photos</a></li> </ul> </li> <li>● Postcard Project- encourage students to use the resources provided and perform their own research. <ul style="list-style-type: none"> <li>○ <a href="#">Four Regions of NJ-Postcard Project</a></li> <li>○ Create your own postcard from the region of your choice. You must include the name of the region, picture of the region, and a message to a friend or family member explaining what the region is like. See example in link above.</li> </ul> </li> </ul> <p>Lesson 4: People of New Jersey (Minilesson/Synchronous)</p> <p>Teaching Point: “Today I am going to teach you that New Jersey is a densely populated state, that means a lot of people live here. But you know what’s the most interesting part? They are not all evenly spread out.”</p> <ul style="list-style-type: none"> <li>● Let’s look closely at this map - <a href="#">Population Map</a></li> <li>● Take some jots- <ul style="list-style-type: none"> <li>○ Make a Bullet list of what you see on the Map</li> <li>○ Compare and contrast the northern and southern parts of New Jersey based on the observations you made</li> </ul> </li> <li>● Show and discuss-<a href="#">NJ Population Document</a></li> <li>● Inquiry: Why might some areas of New Jersey be more suited for people to live than others?</li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>● <a href="#">Work: Virtual Tour of NJ</a></li> </ul> |
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**4th Grade Social Studies Curriculum**

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| <b>Bend II:<br/>NJ Symbols<br/>and<br/>Government</b> | <ul style="list-style-type: none"><li>• Students will learn the different symbols that represent New Jersey such as: state flag, state bird, state animal</li><li>• Students will learn about the government and how it works</li></ul> | <p>Lesson 5: Symbols and Government -What are Symbols?<br/>(Minilesson/Synchronous)<br/>Teaching Point: “Today I am going to teach you about the different symbols that represent New Jersey.”</p> <ul style="list-style-type: none"><li>• Brainpop Jr Video - <a href="#">U.S. Symbols</a></li><li>• Whole Class Discussion:<ul style="list-style-type: none"><li>○ Why is it important to have symbols that represent ideas or beliefs?</li><li>○ How do symbols bring us together?</li></ul></li></ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"><li>• Create a brochure with different symbols representing New Jersey. For example: flag, bird, animal etc.</li><li>• Use link for additional information: <a href="#">NJ.gov - Symbols</a></li></ul> |
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4th Grade Social Studies Curriculum

Lesson 6: (Minilesson/Synchronous)

Teaching Point: “Today I want to teach you that the Governor is the political leader of our state. The Governor of New Jersey is Governor Phil Murphy.”

- Introduce the current governor: [Phil Murphy](#)
- What does the governor’s job entail- The Governor is the chief executive officer for the state, similar to the President of the United States. His job is to see that the laws are carried out in the state of New Jersey.
- There are requirements that need to be met in order to become eligible to be Governor - The Governor must be at least thirty years old, a citizen of the United States for at least 20 years and a resident of New Jersey for at least seven years. The New Jersey State Constitution outlines these guidelines.
  - [New Jersey Constitution](#)

Asynchronous Activity Option:

- Writing Response: What qualities are needed in a good governor?

Lesson 7: Where does the Governor Get His/Her Power? - (Minilesson/Synchronous)

Teaching Point: “Today I am going to teach you how the governor gets his/her power, but first we have to understand the difference between power and authority.”

- Video: [Differences Between Power, Leadership, Authority and Influence](#)
  - While watching - Jot qualities of a good leader
  - After watching- Jot how they can apply these qualities to the job of the governor
- The Governor has the authority to exercise power for the benefit of the citizens of New Jersey. The Governor’s authority is both granted in the State Constitution. The people of New Jersey elect the Governor every four years. The citizens of the United States elect a President every four years. When their terms are completed, the President and Governor no longer have the authority they had while in office.

Class Discussion:



**4th Grade Social Studies Curriculum**

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|   |   | <ul style="list-style-type: none"> <li>• What is the Governor of New Jersey authorized to exercise</li> <li>• What are the sources of this authority?</li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• Writing Response:</li> <li>• Using this links: <ul style="list-style-type: none"> <li>○ <a href="#">Power of the Governor</a></li> <li>○ <a href="#">NJ State Constitution</a> <ul style="list-style-type: none"> <li>■ Analyze the 5 key components of the Governor's powers</li> </ul> </li> </ul> </li> </ul>  |
| <b>Bend III:<br/>New Jersey:<br/>Looking<br/>Back</b> | <ul style="list-style-type: none"> <li>• Students will learn about the discovery of New Jersey and the individuals that explored it</li> <li>• Students will learn about the establishment of the 13 colonies</li> <li>• Students will learn who the Lennape Indians are</li> </ul> | <p>Lesson 8: New Jersey: Exploration (Mini Lesson/Synchronous)<br/>Teaching Point: "Today you are going to review the discovery of New Jersey and how decisions of individuals and groups influenced the creation of New Jersey."</p> <ul style="list-style-type: none"> <li>• Intro to Explorers - Digital Gallery Walk: <a href="#">Cartoon History of the Exploration of New Jersey</a> <ul style="list-style-type: none"> <li>○ Discuss or Jot - What was the purpose of the explorers?</li> <li>○ Discuss or Jot - What were the impacts of their discoveries?</li> </ul> </li> <li>• Check out the <a href="#">Explorer Routes Map</a>- Navigitate the different routes the explorers took to come to America</li> <li>• Discuss - Why is America Called America? Introduce these two explorers- <ul style="list-style-type: none"> <li>○ <a href="#">Amerigo Vespucci</a></li> <li>○ <a href="#">Giovanni da Verrazzano</a></li> </ul> </li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• Writing Response: Why did explorers come to the "New World" in the 1600's? What was the impact on both the Old World (Europe) and the New World (America)?</li> </ul> <p>Lesson 2: One of the 13 Original Colony (Mini Lesson/Synchronous)<br/>Teaching Point: "Today I am going to teach you how New Jersey became one of 13 original colonies, and what life was like in New Jersey during this time."</p> <ul style="list-style-type: none"> <li>• Video: <a href="#">History of New Jersey Colony</a></li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Reading: <a href="#">Life in the Colonies</a></li> </ul> |

**4th Grade Social Studies Curriculum**

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|  |  | <ul style="list-style-type: none"> <li>• Writing Response: Pretend you are living in New Jersey during colonial times - What kind of jobs would you have? What would your day look like?</li> </ul> <p>Lesson 10 Lennape Indians - (Mini Lesson/Synchronous)<br/>Teaching Point: “Today I am going to teach you why the Lennape Indians left the greater New Jersey Region.”</p> <ul style="list-style-type: none"> <li>• Reading/Activity- <a href="#">What Happened to the Lenni Lenape</a></li> <li>• Have students examine the map, discuss: where are the arrows moving towards?</li> <li>• Make an inference: Why would the tribe move in that direction?</li> </ul> <p>Asynchronous OR Synchronous Reading</p> <ul style="list-style-type: none"> <li>• Read the passage together or independently</li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• More information reading - <a href="#">Lenape Indians</a></li> <li>• Complete the cause and effect chart (pg 2 - <a href="#">What Happened to the Lenni Lenape</a>)</li> </ul> <p>Lesson 11: New Jersey Today (Mini Lesson/Synchronous)<br/>Teaching Point: “Today you are going to explore the state of New Jersey and create a persuasive advertisement pitch as to why someone should come visit or move to New Jersey.”</p> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• <a href="#">Advertisement Assignment Information</a></li> <li>• Additional Resource Links- <ul style="list-style-type: none"> <li>○ <a href="https://www.nj.gov/dep/">https://www.nj.gov/dep/</a></li> <li>○ <a href="https://www.visitnj.org/new-jersey-cities-regions">https://www.visitnj.org/new-jersey-cities-regions</a></li> <li>○ <a href="http://www.factsfornow.scholastic.com/article?product_id=nbk&amp;type=0ta&amp;uid=1066782%206&amp;id=a2020780-h">http://www.factsfornow.scholastic.com/article?product_id=nbk&amp;type=0ta&amp;uid=1066782%206&amp;id=a2020780-h</a></li> <li>○ <a href="https://kids.nationalgeographic.com/explore/states/new-jersey/#/new-jersey-cape-may.jpg">https://kids.nationalgeographic.com/explore/states/new-jersey/#/new-jersey-cape-may.jpg</a></li> </ul> </li> </ul> |
| <b>Heritage Celebrated Month Guide</b> | <b>Italian Heritage Month (October)</b><br><b>Additional Resources for instruction:</b> <ul style="list-style-type: none"> <li>• <a href="#">NJ Italian Heritage Commission</a> (Grade 4)</li> <li>• Lesson 1-3 for grade 4</li> </ul> | <p>Italian Heritage Month Lesson: (Mini Lesson/Synchronous)<br/>Teaching Point: “Today I want to teach you that this month we are celebrating Italian Heritage Month. During this time we will read and learn about Italian culture and how Italian people came to America. Today</p>  |

4th Grade Social Studies Curriculum

| (Cover in all curricular areas   | <ul style="list-style-type: none"><li>-For resources and lesson plans</li><li>Italian Immigration to Swedesboro, NJ</li></ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>Read a story about Italian immigration to Swedesboro.</li><li>Determine how the immigrants were able to improve their lots in life.</li><li>Explain what character traits are needed to create opportunities</li></ul> | <p>we are going to learn about and read a story about Italian immigration to Swedesboro, New Jersey. We will determine how the immigrants were able to improve their lives in lots of ways.”</p> <ul style="list-style-type: none"><li>Reading and Questions/ along with additional teacher information - <a href="#">Italian Immigration to Swedesboro, New Jersey</a></li></ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"><li>Writing Response: How were Italian immigrants able to improve their lives?</li></ul>   |
|--|---|--|
| Evidence of Learning (Assessments)   |   | Accommodations and Modifications   |
| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>Exit Tickets</li><li>Notebook Checks</li><li>Conferences</li><li>Drafts</li></ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>Unit Projects</li><li>Written Analysis</li><li>Summative tests</li><li>Demonstrations</li><li>Portfolio</li></ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"><li>Initial Benchmark: 3rd Week of September</li><li>Mid-year Benchmark: 4th Week of January</li><li>End of year Benchmark: Last week in May</li></ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"><li>Choice Projects</li></ul> |   | <p><b>Special Education:</b></p> <ul style="list-style-type: none"><li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li><li><a href="#">Subgroup Accommodations and Modifications</a></li><li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li></ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"><li>Preview content and concepts</li><li>Behavior management plan</li><li>Highlight text</li><li>Small group setting</li></ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"><li>Alternative formative and summative assessments</li><li>Guided Reading</li><li>Personal agendas</li><li>Project-based learning</li><li>Tiered activities/assignments</li><li>Varying organizers for instructions</li></ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"><li>Clubbing activities</li><li>Exploration by interest</li><li>Flexible groupings</li></ul> <p><b>English Language Learners:</b></p> |

## 4th Grade Social Studies Curriculum

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| <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Arguments Writing Assignments</li> <li>• Notebook assessments</li> <li>• Oral Presentations</li> <li>• Socratic Seminars</li> <li>• Primary Source Analysis</li> <li>• <a href="#">Social Studies Instructional Strategies</a></li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> |
| <p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>  | <p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>  |
| <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Social Studies Leveled Libraries</a></li> <li>• <a href="#">The New Jersey Adventure</a> by Anthony DeCondo, Gibbs-Smith Publisher</li> <li>• <a href="#">New Jersey "Jography": A Run Through Our State!</a> By Carol Marsh</li> <li>• New Jersey Native Americans: A Kid's Look at Our State's Chiefs, Tribes, Reservations, Powwows</li> <li>• Lore and More from the Past and the Present by Carol Marsh</li> <li>• <a href="#">Amistad 3-5 Lesson Plans</a></li> <li>• <a href="#">The Amistad Commission's Literacy Components for Primary Grades</a></li> <li>• <a href="#">Amistad Curriculum (K-12)</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> | <p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Native Americans</a></li> <li>• <a href="#">Underground Railroad</a></li> <li>• <a href="#">American Revolution</a></li> <li>• <a href="#">American History and Culture</a></li> <li>• <i>New Jersey for Kids Patrick Sarver (Level T)</i></li> <li>• <i>What's Great about New Jersey? By Mary Meinking (Level T)</i></li> <li>• <i>New Jersey (A true Book: My United States) by Nel Yomtov (Level U)</i></li> <li>• <i>Weird N.J.: Your Travel Guide to NJ's Local Legends and Best Kept Secrets by Mark Moran (Level U)</i></li> <li>• <i>Any appropriate grade 4 book applicable to the unit chosen by the teacher</i></li> </ul> <p><b>Supplemental Resources:</b></p>  |

## 4th Grade Social Studies Curriculum

| <ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">iCivics</a></li> <li>• <a href="#">Teaching Tolerance</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> </ul>  | <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brainpop</a></li> <li>• <i>My First Book about New Jersey</i> by Carole Marsh (Level M)</li> <li>• <i>G is for Garden State: A New Jersey Alphabet</i> by Eileen Cameron (Level K)</li> <li>• <i>Lucky to Live in New Jersey</i> by Kate Jerome (Level K)</li> <li>• <i>Little New Jersey</i> by Trinka Noble (Level N)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop JR.</a></li> <li>• <a href="#">Readworks</a></li> <li>• <a href="#">CNN10</a></li> </ul>   |
|--|--|
| Interdisciplinary Connections  | Integration of Technology through NJSLS  |
| <ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul> |
| Integration of 21st Century Themes and Skills  | Media Literacy Integration   |
| <ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> </ul>  | <ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> </ul>  |

**4th Grade Social Studies Curriculum**

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| <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Creativity and Innovations</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>   | <ul style="list-style-type: none"> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> <li>• Information Literacy</li> </ul>  |
| <b>Career Education</b>   | <b>Global Perspective</b>   |
| <ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• Washington DC Trip</li> <li>• History Based Field Trip</li> <li>• Oregon Trail Webquest</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul> | <ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women's History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul> |

**4th Grade Social Studies Curriculum**

| <b>Unit 3: Geography</b>  | <b>Grade: 4th</b> |
|---|-------------------|
| <b>Unit Overview:</b><br>This unit allows the students to explore aspects of New Jersey, including the geography, climate, natural resources, important people, and cities. Students will determine how the natural resources in New Jersey help businesses. Then the students will look at the different regions in the United States, while investigating the different time zones. This unit shows the students the wide variety of resources and activities that are available in New Jersey and the United States.   |                   |
| <b>NJ Student Learning Standards:</b><br><b>Companion Standards:</b><br><b>Key Ideas and Details</b><br>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br><b>Craft and Structure</b><br>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.<br>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.<br>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.<br><b>Integration of Knowledge and Ideas</b><br>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<br>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.<br>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.<br>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.<br><br><b>21st-Century Life &amp; Career Skills</b><br><b>Career Ready Practices</b><br>Act as a responsible and contributing community member and employee.<br>Demonstrate creativity and innovation.<br>Utilize critical thinking to make sense of problems and persevere in solving them<br>Model integrity, ethical leadership and effective management.<br>Use technology to enhance productivity, increase collaboration and communicate effectively.<br>Work productively in teams while using cultural/global competence.<br><br><b>Standard 8 Computer Science</b><br>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.<br><b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b><br>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.<br><br><b>New Jersey Amistad Commission N.J.S.A. 18A 52:16A-88</b><br>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. |                   |

**4th Grade Social Studies Curriculum****Primary interdisciplinary connections:** Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

**Social Studies Standards:****By the end of grade 5:****Grade: 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

| Core Idea   | Performance Expectations  |
|---|---|
| <b>Geography, People and the Environment: Human Population Patterns</b>   |   |
| Regions form and change as a result of unique physical characteristics conditions, economies, and cultures                                      | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>   |
| Patterns of settlement differ markedly from region to region, place to place, and time to time.   | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere</li> </ul>  |
| The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition            | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>Geography, People and the Environment: Spatial Views of the World</b>  |   |
| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. | <ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>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.</li> </ul> |



**4th Grade Social Studies Curriculum**

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|  | <ul style="list-style-type: none"> <li>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).</li> <li>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.</li> </ul>   |
| <b>Geography, People and the Environment: Human Environment Interaction</b>  |   |
| Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.   | <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</li> </ul> |
| <b>By the end of grade 5:</b><br><b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world |   |
| <b>Core Idea</b>   | <b>Performance Expectations</b>   |
| <b>Civics, Government and Human Right: Participation and Deliberation</b>  |   |
| Through participation in the decision-making process(e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.  | <ul style="list-style-type: none"> <li>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</li> <li>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.</li> </ul>   |
| <b>Geography, People and the Environment: Human Environment Interactions</b>   |   |
| Human activities affect environment characteristics of places or regions resulting in positive and negative impacts.   | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>Geography, People, and the Environment: Global Interconnections</b>   |   |
| In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues   | <ul style="list-style-type: none"> <li>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.</li> </ul>   |

**4th Grade Social Studies Curriculum**

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| 9.1.4.D.2 | Express needs, wants, and feelings appropriately in various situations.   |
| 9.2.4.A.1 | Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. |
| 9.2.4.B.1 | Differentiating between financial wants and needs.  |

| <b>Unit Enduring Understandings</b>  | <b>Essential Questions</b>   |
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| <ul style="list-style-type: none"> <li>Cultural characteristics such as language, celebrations, customs, holidays, artistic expression, food, dress and traditions are factors that influence daily life in different regions.</li> <li>Cultural interactions and conflicts among Native Americans, immigrants, enslaved and free African Americans impacted the way people lived in the United States.</li> <li>Geographic elements and the natural, human, and capital resources available within a region impact daily life and culture.</li> </ul> | <ul style="list-style-type: none"> <li>What makes places unique and different?</li> <li>Why do people choose to settle in a different area?</li> <li>How does each region of the USA maintain its own identity while being a part of a larger configuration?</li> <li>How does where people live influence how they live?</li> </ul> |

**Unit Teaching Points:**

| <b>Bends</b>               | <b>Concepts</b><br><i>What will students know...</i>   | <b>Skills/Performance Expectations</b><br><i>What will students be able to do...</i>  |
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| <b>Bend I:<br/>Regions</b> | <ul style="list-style-type: none"> <li>Students will learn the geography of the United States by region</li> </ul> | <p>Lesson 1: (Minilesson/Synchronous) Review of previously learned skills-</p> <p>Teaching Point: “Today I want to review with you some of the geography skills you learned last year. I want to remind you that a globe is like a mini Earth. It is the shape of a sphere or a ball and it shows all the continents (large land masses) and bodies of water (oceans).</p> <ul style="list-style-type: none"> <li>Continents are very large land masses and there are 7 on our Earth. They are as follows: Asia, Africa, North America, South America, Antarctica, Europe and Australia.</li> <li>You cannot see all the continents at one time if you are looking at a globe. You would have to spin it. However, when you look at a map, you can see them all.</li> <li>At the top of the Earth is the North Pole and at the bottom is the South Pole.</li> </ul> |

**4th Grade Social Studies Curriculum**

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|  |  | <ul style="list-style-type: none"> <li>• On a globe, halfway between the two poles is the Equator. The Equator is an imaginary line that divides the Earth into two halves or hemispheres - the Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator.</li> <li>• Another imaginary line on the globe is the Prime Meridian. It also divides the Earth into two more hemispheres: the Western Hemisphere and the Eastern Hemisphere.</li> <li>• *Show model of globe and map/model Equator, Prime Meridian and 4 hemispheres:             <ul style="list-style-type: none"> <li>○ Option: <a href="#">Interactive Virtual Globe</a></li> <li>○ Option: <a href="#">Continents and Oceans Map</a></li> </ul> </li> <li>• Earth has more than just land masses, it has large bodies of water as well called oceans. 75% of Earth is made up of water. It has 5 oceans. In order from largest to smallest they are: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean.</li> </ul> <p>Asynchronous Activity:</p> <ul style="list-style-type: none"> <li>• Brainpop Video Jr - <a href="#">Continents and Oceans</a></li> <li>• Printable: <a href="#">Continents and Oceans Cut and Paste Activity</a></li> </ul> <p>Lesson 2: (Mini Lesson/Synchronous) Review of previously learned skills.</p> <p>Teaching Point: “Today I want to review with you some more of the geography skills you learned last year. I want to remind you that on a map there are lines of latitude and lines of longitude. These lines are imaginary lines (you cannot see them). We use them on maps and globes. They crisscross to make a grid over the Earth. You can use this grid to pinpoint locations anywhere on the planet. Longitude lines run north and south. The Prime Meridian is a line of longitude. Latitude lines run east and west. The Equator is a line of latitude.</p> <ul style="list-style-type: none"> <li>• Additional Latitude and Longitude Facts - <a href="#">Latitude and Longitude</a></li> <li>• Demonstrate location using latitude and longitude on a map to provide examples.</li> </ul> <p>Asynchronous Activity:</p> <ul style="list-style-type: none"> <li>• Brainpop Video - <a href="#">Latitude and Longitude</a></li> </ul> |
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4th Grade Social Studies Curriculum

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|                             |  | <ul style="list-style-type: none"> <li>Printable: <a href="#">Latitude and Longitude Multiple Choice Questions</a></li> </ul> <p>Lesson 3: (Mini Lesson/Synchronous)<br/> Teaching Point: “Today I’m going to teach you how the landscape of a certain area or region impacts the resources and lives of those who live there.”<br/> Share/Discuss:</p> <ul style="list-style-type: none"> <li>Youtube Video: <a href="#">Introduction to the Regions of the United States</a></li> <li>Display map - <a href="#">U.S. Map - Broken up by region</a></li> <li>Display - Each region is well known for its landforms - <a href="#">Map of US Regions</a></li> <li>Note and study major geographic elements that exist in our country- highlight the Pacific and Atlantic Ocean, Rocky and Appalachian Mountains, Gulf of Mexico, Great Lakes, Rio Grande river, Midwest rivers system, Sonora Desert.</li> </ul> <p>Asynchronous Activity:<br/> Brainstorming Land Impacts (Assign Regions to students)</p> <ul style="list-style-type: none"> <li><a href="#">Map of US Regions</a>: Observe the different regions of lakes, mountains, and landforms that are highlighted on the map. (Encourage students to simply make these inferences by looking at the map and not searching the internet)</li> </ul> <p>Questions for students to consider</p> <ul style="list-style-type: none"> <li>What type of houses would need to be built?</li> <li>What type of clothing would people wear in different regions</li> <li>What animals exist here?</li> <li>How do they affect the people and the land? Are the effects positive or negative?</li> <li>What helpful impact could these geographic elements have on the region? (commerce and economy)</li> <li>What harmful impact could these geographic elements have on the region? (weather, boundaries)</li> </ul> <p>Students may present their findings in a Google Slide Presentation.</p> |
| <b>Bend II:<br/>Natural</b> | <ul style="list-style-type: none"> <li>Students will learn the United States offers an abundance of natural resources</li> </ul> | Lesson 4: (Minilessons/Synchronous)  |

**4th Grade Social Studies Curriculum**

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| <p><b>Resources</b></p> |  | <p>Teaching Point: “Today I’m going to teach you about natural resources. Each region of the United States has its own unique natural resources, or materials that occur in nature, to be used for economic gain.”</p> <p>Your choice based on your students:</p> <ul style="list-style-type: none"> <li>• Brainpop Jr Video - <a href="#">Natural Resources</a></li> <li>• Brainpop Video - <a href="#">Natural Resources</a></li> <li>• <a href="#">U.S Regions Presentation</a></li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Jigsaw Breakout Group: 5 groups: Make all readings available - students can research with a group or individual and gather information on each region. Students can present information in a variety of ways ie: Google Slides, poster presentation, essay. Share resources below with students for research. <ul style="list-style-type: none"> <li>○ Northeast: <a href="#">Map and readings</a></li> <li>○ Southeast: <a href="#">Map and readings</a></li> <li>○ Southwest: <a href="#">Map and readings</a></li> <li>○ West: <a href="#">Map and readings</a></li> <li>○ Midwest: <a href="#">Map</a> and <a href="#">readings</a></li> </ul> </li> <li>• Questions for students to keep in mind: What are the unique features of each area? What natural resources are associated with each region?</li> </ul> <p>Lesson 5: (Minilesson/Synchronous)</p> <p>Teaching Point: “Today you’re going to research natural resources in the regions of the United States in more detail. Remember, yesterday we looked at natural resources of different regions - today you will learn how states are using natural resources for economic gain.”</p> <p>Synchronous or Asynchronous activity:</p> <p><a href="#">Natural Resources of North America</a>: Video 1</p> <p><a href="#">Conserving Natural resources</a>: Video 2</p> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Writing Response: How are natural resources used for economic gain? Why is it important that we review, adapt, or change the way we use our natural resources? Encourage students to use evidence from the videos to respond.</li> </ul> <p>Lesson 6: Research Project (Minilesson/Synchronous)</p> |
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**4th Grade Social Studies Curriculum**

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|                                  |  | <p>Teaching Point: “Today I’m going to teach you that each region also has its own culture or way of living. This culture includes traditions, food, music, tourist destinations and well-known landmarks.”</p> <ul style="list-style-type: none"> <li>● Assign groups of regions to students</li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>● Students will use materials below for conducting research: <ul style="list-style-type: none"> <li>○ <a href="#">Midwest Region</a></li> <li>○ <a href="#">Western Region</a></li> <li>○ <a href="#">Northeast Region</a></li> <li>○ <a href="#">Southeastern Region</a></li> <li>○ <a href="#">Southwest Region</a></li> </ul> </li> <li>● Expectations for project: <a href="#">US Region Task Sheet</a></li> <li>● (Next class period) Once complete, students will present findings. Students may compile their research in a variety of ways - ie: Google Slides, poster presentation, essay.</li> </ul> <p>Lesson 7: US States and Capitals</p> <p>Teaching Point: “Today you are going to research your state’s capital and major cities, considering how it impacts your state and region as a whole.”</p> <ul style="list-style-type: none"> <li>● Model using the state of New Jersey</li> <li>● Display a map of the state</li> <li>● Discuss why it’s important to know the individual states and their capitals</li> <li>● Explain project to students</li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>● Use the following links to conduct research on a 3 states of your choice: <ul style="list-style-type: none"> <li>○ <a href="#">50 states</a></li> <li>○ <a href="#">USA States</a></li> </ul> </li> <li>● Create a creative “website page”, brochure, or postcard for the states you research.</li> <li>● Use the next class period for students to share.</li> </ul> |
| <b>Heritage Celebrated Month</b> | <b>National American Indian Heritage Month (November)</b><br><br><b>Students will:</b> | <p>National Indian Heritage Month Lesson : (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today I want to teach you that November is National Indian Heritage Month. During this time I would like to remind you</p>   |

**4th Grade Social Studies Curriculum**

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| <b>Guide<br/>(Cover in<br/>all<br/>curricular<br/>areas)</b> | <ul style="list-style-type: none"> <li>Participate in critical discussions about their knowledge of Native Americans, understanding that Native people are part of contemporary America.</li> <li>Access and gather information about Native Americans from Websites.</li> <li>Illustrate to students that Native Americans are present in modern day American society.</li> </ul> <p><b>Read Aloud Options:</b></p> <ul style="list-style-type: none"> <li><i>If You Lived With the Indians of the Northwest Coast (Level Q)</i></li> <li><i>Keeping Promises: What is Sovereignty? and Other Questions about Indian Country by Betty Reid, and Ben Winston</i></li> <li><i>Kinaalda: A Navajo Girl Grows Up Monty Roessel</i></li> </ul> | <p>that although we have learned about Native Americans and their contributions to American history, I also want to remind you that Native Americans still continue to be part of contemporary America. Meaning, they are part of our society today and this month we celebrate their heritage.”</p> <ul style="list-style-type: none"> <li>Youtube Video: <a href="#">Native American Heritage Month for Kids</a></li> <li>Read Aloud Options: <ul style="list-style-type: none"> <li><i>If You Lived With the Indians of the Northwest Coast (Level Q)</i></li> <li><i>Keeping Promises: What is Sovereignty? and Other Questions about Indian Country by Betty Reid, and Ben Winston</i></li> <li><i>Kinaalda: A Navajo Girl Grows Up Monty Roessel</i></li> </ul> </li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>Writing Response: Students will respond to the video or text.</li> </ul> |
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| Evidence of Learning (Assessments)   | Accommodations and Modifications   |
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| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Exit Tickets</li> <li>Notebook Checks</li> <li>Conferences</li> <li>Drafts</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Unit Projects</li> <li>Written Analysis</li> <li>Summative tests</li> <li>SAC (Structured Academic Controversy)</li> <li>Demonstrations</li> <li>Portfolio</li> </ul> <p><b>Benchmark Assessments:</b></p> | <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>Preview content and concepts</li> <li>Behavior management plan</li> <li>Highlight text</li> <li>Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Alternative formative and summative assessments</li> <li>Guided Reading</li> <li>Personal agendas</li> <li>Project-based learning</li> <li>Tiered activities/assignments</li> <li>Varying organizers for instructions</li> </ul> |

**4th Grade Social Studies Curriculum**

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| <ul style="list-style-type: none"> <li>Initial Benchmark: 3rd Week of September</li> <li>Mid-year Benchmark: 4th Week of January</li> <li>End of year Benchmark: Last week in May</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Choice Projects</li> <li>Portfolios</li> <li>Arguments Writing Assignments</li> <li>Notebook assessments</li> <li>Oral Presentations</li> <li>Socratic Seminars</li> <li>Primary Source Analysis</li> <li><a href="#">Social Studies Instructional Strategies</a></li> </ul> | <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modification</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> |
| <p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>   | <p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>   |
| <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">Social Studies Leveled Libraries</a></li> <li>The New Jersey Adventure by Anthony DeCondo, Gibbs-Smith Publisher</li> <li><a href="#">How Geography Affects the United States: The Southeast</a> by Greenwood Press</li> <li><a href="#">The Scholastic Environmental Atlas of the United States</a> by Mark Mattson</li> <li><a href="#">State by State Atlas</a> by Justine Ciovacco</li> </ul>   | <p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">Natvie Americans</a></li> <li><a href="#">Spartacus Geography</a></li> <li><a href="#">Geospys</a></li> <li><a href="#">Continents and Oceans</a></li> <li><i>New Jersey for Kids Patrick Sarver (Level T)</i></li> </ul>  |



## 4th Grade Social Studies Curriculum

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| <ul style="list-style-type: none"> <li>• <a href="#">Amistad 3-5 Lesson Plans</a></li> <li>• <a href="#">The Amistad Commission's Literacy Components for Primary Grades</a></li> <li>• <a href="#">Amistad Curriculum (K-12)</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">iCivics</a></li> <li>• <a href="#">Teaching Tolerance</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>What's Great about New Jersey? By Mary Meinking (Level T)</i></li> <li>• <i>New Jersey (A true Book: My United States) by Nel Yomtov (Level U)</i></li> <li>• <i>Weird N.J.: Your Travel Guide to NJ's Local Legends and Best Kept Secrets by Mark Moran (Level U)</i></li> <li>• <i>Any appropriate grade 4 book applicable to the unit chosen by the teacher</i></li> </ul> <p><b>Supplemental Resources:</b></p> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brainpop</a></li> <li>• <i>Telling Time by David Adler (Level K)</i></li> <li>• <i>How Do You Gain Time When You Fly West? And Other FAQs About Time and Travel by Kristen Nelson (Level Q)</i></li> <li>• <i>Telling Time by Ann atxke (Level F)</i></li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop JR.</a></li> <li>• <a href="#">Readworks</a></li> <li>• <a href="#">CNN10</a></li> </ul> |
| <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul> | <p><b>Integration of Technology through NJSLs</b></p> <ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> </ul>   |

**4th Grade Social Studies Curriculum**

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|  | <ul style="list-style-type: none"> <li>Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>  |
| <b>Integration of 21st Century Themes and Skills</b>   | <b>Media Literacy Integration</b>   |
| <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Social Justice Literacy</li> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> <li>Creativity and Innovations</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>Build on the intuitive knowledge students have gained from media about the story and character</li> <li>Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>Use print materials to practice reading and comprehension skills</li> <li>Information Literacy</li> </ul>   |
| <b>Career Education</b>  | <b>Global Perspective</b>   |
| <ul style="list-style-type: none"> <li><a href="#">New Jersey Educational Field Trip</a></li> <li>Washington DC Trip</li> <li>History Based Field Trip</li> <li>Oregon Trail Webquest</li> <li>Flexibility and Adaptability</li> <li>Initiative and Self-Direction</li> <li>Social and Cross-Cultural Skills</li> <li>Productivity and Accountability</li> <li>Leadership and Responsibility</li> </ul>  | <ul style="list-style-type: none"> <li>National Hispanic-Latino Heritage Month</li> <li>National Disability Employment Awareness Month</li> <li>National American Indian Heritage Month</li> <li>Black History Month</li> <li>National Women's History Month,</li> <li>National Irish-American Heritage Month</li> <li>National Italian American Heritage Month</li> <li>Asian Pacific American Heritage</li> <li>Older Americans' Month</li> <li>Jewish American Heritage Month</li> <li>Week of Respect</li> <li>Red Ribbon Week</li> <li>International Dot Day (September 16)</li> </ul> |

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| <b>Unit 4: Immigration and Diversity</b>  | <b>Grade: 4th</b> |
| <b>Unit Overview:</b><br>Through this unit, students will gain awareness that our nation is historically composed of immigrant people from all over the world who came here seeking freedom and fortune. Knowing the pasts of the American people will help students embrace the founding principles that our nation has been built on: freedom and equality for all. |                   |

**4th Grade Social Studies Curriculum**

**NJ Student Learning Standards:**

**Companion Standards:**

**Key Ideas and Details**

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

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

**Integration of Knowledge and Ideas**

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

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

**21st-Century Life & Career Skills**

**Career Ready Practices**

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

**Standard 8 Computer Science**

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.

**Standard 9 Career Readiness, Life Literacy, and Key Skills**

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

**New Jersey Amistad Commission 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.

**Primary interdisciplinary connections:** Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

**Social Studies Standards:**

**By the end of grade 5:**

**Grade: 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment

**4th Grade Social Studies Curriculum**

shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

| <b>Core Idea</b>   | <b>Performance Expectations</b>   |
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| <b>Civics, Government and Human Rights: Processes and Rules</b>  |   |
| There are different processes for establishing rules and laws  | <ul style="list-style-type: none"> <li>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> <li>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</li> </ul>   |
| Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.                       | <ul style="list-style-type: none"> <li>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</li> <li>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</li> </ul>  |
| <b>History, Culture, and Perspectives: Understanding Perspectives</b>  |   |
| Events may be viewed differently based on one's perspective  | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| Historical records are shaped by the society that the creator lived in.  | <ul style="list-style-type: none"> <li>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> <li>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul> |
| <b>Civics, Government and Human Rights: Participation and Deliberation</b>   |   |
| Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered                 | <ul style="list-style-type: none"> <li>6.1.5.CivicsPD.6: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges</li> </ul>  |
| <b>History, Culture, and Perspectives: Historical Sourcing and Evidence</b>  |   |
| Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.   | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
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| <b>Unit Enduring Understandings</b>  | <b>Essential Questions</b>  |
| <ul style="list-style-type: none"> <li>Most Americans have ancestors from other countries contributing to the diversity of our country.</li> </ul> | <ul style="list-style-type: none"> <li>Why do immigrants come to New Jersey and America?</li> <li>How has the immigration of people from different countries and</li> </ul>   |

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- Our ancestors have shaped our family traditions as well as many national traditions.

- cultures changed the American identity over time?
- How do immigrants become citizens?
- How have stereotyping and prejudice led to conflict in the past and present?
- How can we work together to reduce stereotyping and prejudice, and to recognize and value the contributions of all cultures?
- How can we utilize positive communication skills and social skills in order to establish and maintain healthy relationships and interact effectively with others?

**Unit Teaching Points:**

| <b>Bends:</b>                  | <b>Concepts:</b><br><i>What will students know...</i>  | <b>Skills/Performance Expectations:</b><br><i>What students will be able to do...</i>   |
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| <b>Bend I:<br/>Immigration</b> | <ul style="list-style-type: none"> <li>• Students will learn the meaning of the word immigration and its impact on the world.</li> </ul> | <p>Lesson 1: Immigration (Synchronous/Mini Lesson)</p> <p>Teaching Point: "Today I am going to teach you the meaning of the word immigration and how it has impacted our world."</p> <ul style="list-style-type: none"> <li>• Define: <ul style="list-style-type: none"> <li>○ Migration: people moving from one place to another</li> <li>○ Emigration: people moving out of a country.</li> <li>○ Immigration: people moving into a new country</li> </ul> </li> <li>• What do you already know - ask the following questions: <ul style="list-style-type: none"> <li>○ What do you know about immigration?</li> <li>○ Who is an immigrant?</li> <li>○ Why do people emigrate?</li> <li>○ Who is a refugee? How is a refugee different from an immigrant?</li> </ul> </li> <li>• Reading: <a href="#">Meet Young Immigrants</a> - Select one story and share it with students <ul style="list-style-type: none"> <li>○ Ask students to take notes about the worries, struggles and successes they hear in the narrative.</li> <li>○ Discuss notes with the class</li> </ul> </li> </ul> <p>Asynchronous Reading Activity Options:</p> <ul style="list-style-type: none"> <li>• Have students explore the other immigrant stories using this link - <a href="#">Meet Young Immigrants</a></li> <li>• Fill out - <a href="#">Kids Around the World Chart</a></li> </ul> |

**4th Grade Social Studies Curriculum**

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|  |  | <p>Lesson 2: Human Rights</p> <p>Teaching Point: “Today I am going to teach you to explore the definition of human rights and the importance of them.”</p> <ul style="list-style-type: none"> <li>• Inquiry: What are qualities that we admire in ourselves or other people?</li> <li>• Youtube Video: <a href="#">Rights</a></li> <li>• Discuss: How do you show respect for others?</li> <li>• Display/explain to students the <a href="#">Universal Declaration of Human Rights</a> (child friendly version) -Explain that after a terrible war, World War II, all the countries of the world agreed in 1948 on a document that said the world would be more peaceful if everyone respected the dignity of every human being.</li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Writing Response: Why is it important to be respectful towards others? How does this create a peaceful community? Provide examples.</li> </ul> <p>Lesson 3: The Decision to Leave (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today we are going to look at different reasons that people may decide to leave their country. “</p> <ul style="list-style-type: none"> <li>• Start the lesson with the gallery of photos of kids playing around the world - <a href="#">Children Playing</a></li> <li>• Have the students choose an image with which they connect.</li> <li>• Have students record the similarities and differences they see with the photos and themselves</li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Writing Response: What are some of the different reasons that people may migrate from their country or home?</li> </ul> <p>Lesson 4: Putting it all together: Windows and Mirrors (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today we are going to become mini newscasters, and present a story of an immigrant in our class newspaper.”</p> <ul style="list-style-type: none"> <li>• Your goal is to tell the story of why the person moved to America. - Resource - <a href="#">Immigrant Stories</a></li> <li>• What were their struggles and triumphs?</li> </ul> |  |
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**4th Grade Social Studies Curriculum**

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|                                  |  | <ul style="list-style-type: none"> <li>• Write a reflection on their story.</li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Use the following resource to research the “person you are interviewing” for your article. <ul style="list-style-type: none"> <li>◦ <a href="#">Immigrant Stories</a></li> </ul> </li> <li>• Ask yourself: What were their struggles and triumphs?</li> <li>• Write a reflection of their story.</li> </ul>   |  |
| <b>Bend II: Past and Present</b> | <ul style="list-style-type: none"> <li>• Students will learn the impact of immigration in the United States</li> </ul> | <p>Lesson 5: Past and Present (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today I am going to teach you how immigration came to be in the United States and around the world.”</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge: Ask students what they remember about the pilgrims or who the first European immigrants to North America were.</li> <li>• Explain to students that though immigrants have been coming to North America and later, the United States, for centuries, the biggest wave of immigration happened in the 19th and 20th centuries. Today we’re going to track the waves of immigration that occurred in the US.</li> </ul> <p>Synchronous/Asynchronous:</p> <ul style="list-style-type: none"> <li>• The students will track the different countries of immigrants that are associated with each wave and the reason for immigration. <ul style="list-style-type: none"> <li>◦ <a href="#">Immigration Explorer Map</a></li> <li>◦ <a href="#">Waves of U.S. Immigration - Student Organizer</a></li> <li>◦ Explain to your students that the bubbles on the map represent the percentage of foreign-born groups in each county at during particular years, based on census data</li> <li>◦ <a href="#">Waves of Immigration - Answer Key</a></li> </ul> </li> </ul> <p>Asynchronous Activity Option :</p> <ul style="list-style-type: none"> <li>• The students will track the different countries of immigrants that are associated with each wave and the reason for immigration. <ul style="list-style-type: none"> <li>◦ <a href="#">Immigration Explorer Map</a></li> <li>◦ <a href="#">Waves of U.S. Immigration - Student Organizer</a></li> <li>◦ Explain to your students that the bubbles on the map represent the percentage of foreign-born groups in each county at during particular years, based on census data</li> <li>◦ <a href="#">Waves of Immigration - Answer Key</a></li> </ul> </li> </ul> |  |

**4th Grade Social Studies Curriculum**

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|  |  | <p>Lesson 6: Ellis Island (Synchronous/Mini Lesson)<br/>(4-5 Day activity guide)<br/>Teaching Point: “This week we are going to do a set of activities that teach us about where different groups of people immigrated and why. We are going to read about the places and different stories of families that did.”</p> <p>Activity 1: Ellis Island Interactive Tour</p> <ul style="list-style-type: none"> <li>● Show Ellis Island on a map</li> <li>● Students create a KWL chart</li> <li>● Ask students to write down two questions about the Ellis Island</li> <li>● Show images - <a href="#">Immigration- Ellis Island</a></li> <li>● Class Discussion: discuss the images, what do they observe.</li> <li>● Have students create a list of things that they still want to find out about Ellis Island.</li> <li>● Brainstorm potential answers with the students</li> </ul> <p>Activity 2: Relive a Boy’s Journey at Ellis Island<br/>Teaching Point: “Today we are going to learn more about immigration through the journey of a young immigrant who came through Ellis island.”</p> <ul style="list-style-type: none"> <li>● Introduce the video <a href="#">Ellis Island-A Child Explains History</a></li> <li>● Introduce the story of - <a href="#">Relive a Boy’s Journey - Seymour Rechtzeit</a> - “A Boy’s Journey to America”</li> <li>● Provide them time to read or read the story together</li> <li>● Writing Response: What were the reasons Seymour came to the United States?</li> </ul> <p>Activity 3: Angel Island (Synchronous/Mini Lesson)<br/>Teaching Point: “Today I am going to teach you about the immigrant experience at Angel Island. Ellis Island was not the only place new immigrants landed. Through the story of Li Keng Wong, we are going to learn about the experience at Angel Island.”</p> <p>Asynchronous Activity:</p> <ul style="list-style-type: none"> <li>● Have students read the story of <a href="#">Li Keng Wong’s Story</a></li> <li>● Read aloud, small groups or individually</li> <li>● Have students jot observations about Angel Island</li> <li>● Jot 2 questions about the journey at Angel Island</li> </ul> |  |
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**4th Grade Social Studies Curriculum**

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|  |  | <ul style="list-style-type: none"> <li>• Class Discussion: Have a compare and contrast session between Angel Island and Ellis Island.</li> </ul> <p>Activity 4: Stories of Immigrants (Synchronous/Mini Lesson)</p> <ul style="list-style-type: none"> <li>• Asynchronous Activity: <a href="#">Interactive Stories - Ellis Island</a>: Make sure students navigate images, videos of oral stories, and written stories.</li> <li>• For this activity the students will simply read and record noticings and learnings about immigration in 3 sections: why did they move, what was the journey, and life afterwards.</li> </ul> <p>Activity 5: Class discussion/Mini writing assignment</p> <ul style="list-style-type: none"> <li>• Have students discuss some their learnings from the interactive tour and the KWL</li> <li>• Writing Response: What is the definition of immigration? What are some reasons people immigrate? What are some of the obstacles that an immigrant faces?</li> </ul> <p>Lesson 7: Immigration Today (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today I am going to teach you about the immigration process today. Did you know that Ellis Island was closed off in 1954, and now it remains a museum for us to visit? Some of you may have already visited.”</p> <ul style="list-style-type: none"> <li>• Have students look over various charts, graphs, and tables in this section.</li> <li>• Describe the kind of information each one of the graphs is showing.</li> <li>• Use resource: <a href="#">Explore Immigration Data</a> (Teacher/Student Resources have to be downloaded separately)</li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• Assign each student a region on the map, and have the group explore the tables, charts, and graphs associated with the region. Assign Questions according to the group.</li> </ul> <p>Whole Class: Have students share their findings. Discuss how their findings are similar and different from each other.</p> <p><b>*End this unit with Heritage Doll Assignment and Family Tree Assignment as culminating activities*</b></p> |  |
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**4th Grade Social Studies Curriculum**

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| <p><b>Highlighting civil right leaders through literature</b></p>   | <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand famous civil rights historical figures that are widely popular</li> <li>• To examine their actions through fiction and nonfiction reading</li> <li>• Analyze why the actions taken by Rosa Park are important to understand</li> <li>• Understand why they were needed in the first place to demonstrate awareness about differences among groups</li> </ul> <p><b>Read Aloud Options:</b></p> <ul style="list-style-type: none"> <li>• <i>A Sweet Smell of Roses</i> by Angela Johnson</li> <li>• <i>March On! By Christine King Farris (Level O)</i></li> <li>• <i>Rosa by Nikki Giovanni (Level T)</i></li> <li>• <i>Grandmama's Pride by Becky Birtha (Level S)</i></li> </ul> | <p>Civil Rights Through Literature Lesson: (Mini Lesson/Synchronous)<br/>Teaching Point: Today I want to remind you that getting to know a character means you come to understand that person's perspective. Knowing the perspective is one thing-- understanding it is another thing. Once you have walked in the narrator's shoes for a while, you come to not only see what the narrator sees, but to remember what she remembers, to feel what she feels....and you also come to understand why the narrator interacts with the world that way."</p> <ul style="list-style-type: none"> <li>• Explain how Martin Luther King Jr. was an influential figure</li> <li>• Read aloud: <a href="#"><i>A Sweet Smell of Roses</i> by Angela Johnson</a> - in this book we meet two girls who slip out of their house one morning to march with Dr. Martin Luther King Jr. Let's read to find out what happens.</li> <li>• Read/Discuss</li> </ul> |  |
| <p><b>National Women's History Month, (March)</b></p> <p><b>Irish-American Heritage Month (March)</b></p> | <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of why it's important to celebrate women's history</li> <li>• Ask the research pioneering women in different fields of study</li> <li>• Discussion about what knowledge have built upon about Women's rights and history</li> </ul> <p><b>Highlighting historic females throughout history: Optional Read Aloud List:</b></p> <ul style="list-style-type: none"> <li>• <i>Inside Out and Back Again</i> by Thanhha Lai (Level T)</li> </ul>  | <p>National Women's History Month Lesson: (Mini Lesson/Synchronous)<br/>Teaching Point: "Today I want to teach you that the month of March is National Women's History Month. During this time we will recognize why it's important for individuals (women) who are not typically written about in history books, to get recognition for their achievements and impact in history and our world."</p> <ul style="list-style-type: none"> <li>• Video- <a href="#">Women's History Month Video</a></li> <li>• Discuss the phrases the girls say in the video</li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Choose a famous woman from history to research</li> <li>• Create a fact card, a bio, or google slide etc. to present your information</li> </ul>  |  |

**4th Grade Social Studies Curriculum**

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|  | <ul style="list-style-type: none"> <li>• <i>Step Up To The Plate, Maria Singh by Uma Krishnaswami (Level S)</i></li> <li>• <i>Amina's Voice by Hena Kahn (Level T)</i></li> <li>• <i>Betty Before X by Ilyasah Shabazz with Renee Watson (Level T)</i></li> <li>• <i>What is the Women's Rights Movement? By Deborah Hopkinson (Level R)</i></li> <li>• <i>Voice of Freedom: Fannie Lou Hamer: The Civil Rights Movement by Carole Boston (Level T)</i></li> <li>• <i>She Persisted: 13 American Women Who Changed the World by Chelsea Clinton (Level Q)</i></li> <li>• <i>Women's History: Origin and Now (video)</i></li> </ul> <hr/> <p><b>Irish-American Heritage Month:</b><br/> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Irish immigrants have enriched our culture and the many hardships they faced and overcame in their homeland</li> <li>• Explore story of Immigrants at Ellis Island</li> <li>• "Readers know that authors have chosen to tell the story through certain perspectives and they ask why the authors might have made this choice. To help them think about this question, they can consider how the story might have been different if it were told through a different perspective.</li> </ul> <p><b>Optional Books: Irish Immigration</b></p> <ul style="list-style-type: none"> <li>• <i>The Great Wheel by Robert Lawson (Level T)</i></li> <li>• <i>Maggie's Door by Patricia Reilly Giff (Level S)</i></li> <li>• <i>Fiona's Lace by Patricia Polanco (Level Q)</i></li> <li>• <i>Ellis Island: An Interactive History Adventure by Burgan, Michael</i></li> </ul> | <hr/> <p>Irish- American Heritage Month Lessons: (Mini Lesson/Synchronous)<br/> Teaching Point: "Today I am going to teach you why we celebrate the countless achievements of Irish Americans and recognize the remarkable contributions they have made to our Nation's character, culture, and prosperity. This month we celebrate Irish-American Heritage Month."</p> <ul style="list-style-type: none"> <li>• About Irish-American Heritage Month: <a href="#">Irish-American Heritage Month - March 2020</a></li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Writing Response: Why did the Irish immigrate to the United States?</li> <li>• Research: Research Ireland. Find more information about the Irish Potato Famine and why the Irish immigrated to the United States.</li> </ul> |  |
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**4th Grade Social Studies Curriculum**

|   | <ul style="list-style-type: none"> <li>• <i>Drita, My Homegirl</i> by Lombard, Jenny</li> <li>• <i>Irish Immigrants in America</i> by Raum, Elizabeth</li> </ul> |   |  |
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| Evidence of Learning (Assessments)  |  | Accommodations and Modifications  |  |
| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Notebook Checks</li> <li>• Conferences</li> <li>• Drafts</li> <li>• Journal</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Written Analysis</li> <li>• Summative tests</li> <li>• SAC (Structured Academic Controversy)</li> <li>• Demonstrations</li> <li>• Portfolio</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Initial Benchmark: 3rd Week of September</li> <li>• Mid-year Benchmark: 4th Week of January</li> <li>• End of year Benchmark: Last week in May</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> <li>• Arguments Writing Assignments</li> <li>• Notebook assessments</li> <li>• Oral Presentations</li> <li>• Socratic Seminars</li> <li>• Primary Source Analysis</li> <li>• <a href="#">Social Studies Instructional Strategies</a></li> </ul> |  | <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Preview content and concepts</li> <li>• Behavior management plan</li> <li>• Highlight text</li> <li>• Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Clubbing activities</li> <li>• Exploration by interest</li> <li>• Flexible groupings</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> |  |

## 4th Grade Social Studies Curriculum

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|   | <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
| <p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>   | <p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>   |
| <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Social Studies Leveled Libraries</a></li> <li>• <i>The New Jersey Adventure</i> Anthony DeCondo, Gibbs-Smith Publisher</li> <li>• <i>Ellis Island: Doorway to Freedom</i> by Steven Kroll</li> <li>• <i>New Jersey</i> by Conrad R. Stein</li> <li>• <i>Celebrations Around the World: A Multicultural Handbook</i> by Carole S. Angell</li> <li>• <i>Thirty-three Multicultural Tales to Tell</i> by Pleasant. DeSpain</li> <li>• <a href="#">Amistad 3-5 Lesson Plans</a></li> <li>• <a href="#">The Amistad Commission's Literacy Components for Primary Grades</a></li> <li>• Amistad Curriculum (K-12)</li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">iCivics</a></li> <li>• <a href="#">Teaching Tolerance</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> </ul> | <p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Great Sites on Immigration</a></li> <li>• <a href="#">Immigration Website</a></li> <li>• <i>Journey to Ellis Island (Level S)</i></li> <li>• <i>Lewis and Clark (Level T)</i></li> <li>• <i>Life in the West (Level S)</i></li> <li>• <i>Immigrant Kids</i> by Russell Freedman (Level Q)</li> <li>• <i>Immigration</i> by Natalie Hyde (Level S)</li> <li>• <i>Immigration Series</i> by Debra Housel (Level U)</li> <li>• <i>Any appropriate grade 4 book applicable to the unit chosen by the teacher</i></li> </ul> <p><b>Supplemental Resources:</b></p> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brainpop</a></li> <li>• <i>Immigration Stories</i> by Marcus McArthur (Level O)</li> <li>• <i>Undocumented Immigrants</i> by Sara Howell (Level M)</li> <li>• <i>Who are Immigrants?</i> Riley Lawrence (Level N)</li> <li>• <i>My Life As an Immigrant</i> by Nancy Allen (Level H)</li> </ul> |

**4th Grade Social Studies Curriculum**

|  | <ul style="list-style-type: none"> <li>• <i>Between Us and Abuela: A Family Story from the Border</i> by Mitali Perkins (Level M)</li> <li>• <i>Dreamers</i> by Yuyi Morales (level O)</li> <li>• <i>The Day War Came</i> by Nicola Davies (Level P)</li> <li>• <i>A Different Pond</i> by Bao Phi (Level M)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop JR.</a></li> <li>• <a href="#">Readworks</a></li> <li>• <a href="#">CNN10</a></li> </ul>   |
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| <b>Interdisciplinary Connections</b>   | <b>Integration of Technology through NJSLs</b>   |
| <ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul> |
| <b>Integration of 21st Century Themes and Skills</b>   | <b>Media Literacy Integration</b>  |
| <ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>  |

**4th Grade Social Studies Curriculum**

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| <ul style="list-style-type: none"> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Creativity and Innovations</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Information Literacy</li> </ul>  |
| <b>Career Education</b>   | <b>Global Perspective</b>   |
| <ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• Washington DC Trip</li> <li>• History Based Field Trip</li> <li>• Oregon Trail Webquest</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul> | <ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women's History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul> |

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| <b>Unit 5: Holocaust: Stand Up and Make a Difference!</b>   | <b>Grade: 4th</b> |
| <b>Unit Overview:</b><br><p>This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others. The most important element of this unit is a classroom that is a “safe space” where children feel free to express themselves. This lesson requires students to take the theme of bullying seriously, and to act appropriately while brainstorming and rehearsing in groups. Thus, it would be best if students had prior experience working cooperatively and creatively.</p> <p><b>Compelling Question:</b> How can we address bullying by becoming “upstanders” who speak up for the rights of others?</p> |                   |
| <b>NJ Student Learning Standards:</b><br><b>Companion Standards:</b><br><b>Key Ideas and Details</b><br><p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <b>Craft and Structure</b>   |                   |

## 4th Grade Social Studies Curriculum

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

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

### **Integration of Knowledge and Ideas**

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

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

RF.2.4.A - Read grade-level text with purpose and understanding.

SL.2.1 - Participate in collaborative conversations with diverse partners...with peers and adults in small and larger groups.

### **21st-Century Life & Career Skills**

#### **Career Ready Practices**

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

### **Standard 8 Computer Science**

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.

### **Standard 9 Career Readiness, Life Literacy, and Key Skills**

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

### **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.

### **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

**Primary interdisciplinary connections:** Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

| Unit Enduring Understandings   | Essential Questions  |
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| <ul style="list-style-type: none"> <li>To define key terms in anti-bullying: upstander, bystander, bully (perpetrator), victim.</li> </ul> | <ul style="list-style-type: none"> <li>How can we address bullying by becoming “upstanders” who speak up for the rights of others?</li> <li>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and</li> </ul> |



**4th Grade Social Studies Curriculum**

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| <ul style="list-style-type: none"> <li>● Explain the ways in which everyone in the vicinity of a bullying incident involves him or herself by playing one of the four roles listed above.</li> <li>● Accurately and empathetically role-play a bullying incident, playing each of the four, previously mentioned roles.</li> </ul> | <p>challenging public actions and decisions in a diverse and interdependent world?</p>  |
| <p><b>Unit Teaching Points:</b></p>  |   |
| <p><b>Detailed Required lesson plans for the following lessons: <u>Caring Making a Difference</u></b></p>  |   |
| <p><b>Lesson 1:</b><br/><i>Baseball Saved Us</i> by Ken Mochizuki and Dom Lee</p>  | <p>Lesson 1: (Synchronous/ Mini Lesson)</p> <p>Teaching Point: “Today I want to teach you that people all around the world come from different cultures and backgrounds. We are going to be reading books and then celebrating and discussing different cultures/backgrounds from all around the world. We are also going to learn that people from other cultures around the world were not always treated kindly or fairly. Today we are going to read a book called <i>Baseball Saved Us</i>. In this book, we meet a Japanese family and learn about the events that happened to them in the year 1942.”</p> <ul style="list-style-type: none"> <li>● Pre-reading Activities: <ul style="list-style-type: none"> <li>○ Locate and identify the states of the southwestern United States - <a href="#">Map - Southwestern United States</a></li> <li>○ Discuss/define the terms: prejudice, discrimination, internment camps, concentration camps, and racism.</li> <li>○ Make a list of the various internment camps and locate them on the map. - <a href="#">Internment Camp United States Map</a></li> <li>○ Define and talk about the idea of civil rights and democracy.</li> </ul> </li> <li>● Read Aloud: <i>Baseball Saved Us</i> by Ken Mochizuki and Dom Lee</li> <li>● Discussion Questions: <ul style="list-style-type: none"> <li>○ Where was this Japanese family living? Why were they living here?</li> <li>○ Describe the conditions of Camp.</li> <li>○ What happened every day in school? How did this little boy feel?</li> <li>○ What did the father want to do in the Camp?</li> <li>○ How did the people in the Camp respond?</li> <li>○ What did they create in camp?</li> <li>○ What happened after the war?</li> <li>○ What were the conditions in their old neighborhood?</li> <li>○ How were they treated?</li> <li>○ How did baseball save them? Explain why this game was so important.</li> </ul> </li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>● Writing Prompts:</li> </ul> |

4th Grade Social Studies Curriculum

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|  | <ul style="list-style-type: none"> <li>○ Why did baseball save these people who were living in Camp? Explain.</li> <li>○ Baseball is sometimes called the “favorite American pastime” or the ‘All American pastime’. Explain what this means.</li> <li>● Research: Do you have any family members who can from other lands? How did they feel when they came to the United States? Locate it on a map.</li> </ul>   |  |
| <b>Lesson 2:</b><br><i>The Bracelet</i> by<br>Yoshiko Uchida and<br>Joanna Yardley | <p>Lesson 2 : (Synchronous/ Mini Lesson)</p> <p>Teaching Point: “Today I want to teach you that people all around the world come from different cultures and backgrounds. We are going to be reading books and then celebrating and discussing different cultures/backgrounds from all around the world. We are also going to learn that people from other cultures around the world were not always treated kindly or fairly. Today we are going to read a book called <i>The Bracelet</i>.</p> <ul style="list-style-type: none"> <li>● Pre-reading Activities: <ul style="list-style-type: none"> <li>○ Locate California, Utah, Nevada, Arizona, New Mexico, Oregon, and Washington on the map - <a href="#">Map of the United States</a></li> <li>○ Define the terms: prejudice, discrimination, racism, internment camp, relocation camp, concentration camp, segregation, deportation.</li> <li>○ Explain the idea of “Constitutional Rights”. - <a href="#">Bill of Rights Explanation for Kids</a></li> </ul> </li> <li>● Read Aloud: <i>The Bracelet</i> by Yoshiko Uchida and Joanna Yardley</li> <li>● Discussion Questions <ul style="list-style-type: none"> <li>○ When did the United States become involved in World War II?</li> <li>○ What was Pearl Harbor?</li> <li>○ Why did Emi have to leave her home?</li> <li>○ What did Laurie bring with her to say good-bye?</li> <li>○ Describe the bracelet.</li> <li>○ Why was this important to Emi?</li> <li>○ Who took the family to the center for deportation?</li> <li>○ Describe the scene at the center. How did Emi feel?</li> <li>○ Where were Emi and her family going to live?</li> <li>○ What was her address? Describe the conditions of the horse stable.</li> <li>○ What happened to Emi’s bracelet? What did she do?</li> <li>○ What reminded her about her friend, Laurie?</li> <li>○ Why was the imprisonment of Americans of Japanese background unfair? Had they broken laws? Had they shown themselves to be good citizens? Why did the government treat the Japanese-Americans so poorly?</li> </ul> </li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>● Writing Prompts:</li> </ul> |  |

**4th Grade Social Studies Curriculum**

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|  |  | <ul style="list-style-type: none"> <li>○ Have you ever received a special gift from your best friend? What was so special about your friend? Explain what about that person made you so happy OR write a poem about that friend.</li> <li>○ Have you ever had to move or leave your home? How did you feel? Make a list of the most important things you would want to take with you.</li> <li>○ Make a list of the rights citizens are guaranteed in the Constitution. Which of these rights do you think were violated for the Japanese-Americans? Which of these rights do you feel are the most important?</li> </ul>   |  |
|  | <b>Lesson 3:</b><br><i>Heroes</i> by Ken Mochizuki | <p>Lesson 3: (Synchronous/ Mini Lesson)</p> <p>Teaching Point: “Today I am going to teach you the importance of kindness and acceptance. We are all different. We look different, act different, come from different places and like different things. Whether you have known someone for a long time or are just meeting them for the first time, it is important to understand all our differences and to respect and accept them. Today we are going to read a book called <i>Heroes</i>. In this book we will meet a boy named Donnie.</p> <ul style="list-style-type: none"> <li>● Pre-reading Activities:             <ul style="list-style-type: none"> <li>○ Explain the terms: prejudice, discrimination, racism, bully</li> <li>○ Explain the difference between a hero and someone who is popular and famous.</li> <li>○ Identify the time period of World War II. Locate Europe, the Atlantic Ocean, the United State, the Pacific Ocean, and Japan. - <a href="#">Map of the World</a></li> </ul> </li> <li>● Read Aloud: <i>Heroes</i> by Ken Mochizuki</li> <li>● Discussion Questions:             <ul style="list-style-type: none"> <li>○ What happened when Donnie’s father drove him to school every day?</li> <li>○ Why did his classmates want to play “war”? What did they think war was like?</li> <li>○ Who was Donnie’s enemy? How did he feel about making an enemy?</li> <li>○ What did he do to escape from his classmates?</li> <li>○ What happened when they followed him to the gas station?</li> <li>○ What did they do in school the next day?</li> <li>○ What is a bully? Compare this to the behavior of Donnie’s classmates. How is it the same? Are there any differences?</li> <li>○ How did Donnie’s father and his uncle look when they came to school the next day? What did his father and uncle tell Donnie’s classmates about their uniforms?</li> <li>○ What were the students taught about the 442nd Regimental Combat Team?</li> <li>○ How did his classmates respond to Donnie after they saw his father and uncle in uniform? Do you think Donnie’s classmates had learned anything important about the pain caused by prejudice? Explain.</li> <li>○ How were Donnie’s father and uncle like heroes? Like rescuers?</li> </ul> </li> </ul> |  |

4th Grade Social Studies Curriculum

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|   | <ul style="list-style-type: none"> <li>○ Why did Donnie become the “leader”? How did Donnie feel about himself after his father and uncle visited the class?</li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>● Research: Interview a Hero - Do you have a relative, neighbor or family friend who was in a branch of the military? Interview them and learn about what their job was. Research their branch of the military as well to gain a better understanding of the heroic work.</li> <li>● Research the different branches of the military or choose one to research. Create posters, google slides, fact cards etc to share your research.</li> <li>● Make a chart in the classroom that shows each branch of the military. Students can share their findings and add the information to the chart. Students can also research photos, illustrations, maps etc that pertain to each branch of the military.</li> </ul>   |  |
| <b>Lesson 4:</b><br><i>Don't Forget</i> by<br>Patricia Latkin | <p>Lesson 4: (Synchronous/ Mini Lesson)</p> <p>Teaching Point: “Today I am going to teach you the importance of recognizing that we are all responsible for our words and actions. You should always stand up for what you believe is right and good. However, always remember to be kind and considerate of others as you do not know the hardships they might have faced. Today we are going to read a book called <i>Don't Forget</i>. We are going to meet a girl named Sarah and learn about her and the experiences she has with the people living in her community.”</p> <ul style="list-style-type: none"> <li>● Pre-reading Activities             <ul style="list-style-type: none"> <li>○ Make a list of the different kinds of cakes on the board and have the class vote on their favorites.</li> <li>○ Make a list of basic ingredients used in cakes.</li> <li>○ Locate Europe on a map and identify some of the countries. Identify the Atlantic Ocean and the United States - <a href="#">Map of the World</a></li> </ul> </li> <li>● Read Aloud: <i>Don't Forget</i> by Patricia Latkin</li> <li>● Discussion Questions:             <ul style="list-style-type: none"> <li>○ What is Sarah planning to do for her mother's birthday?</li> <li>○ What is the first item for her cake that she buys from Lazar?</li> <li>○ What is his secret for making a perfect cake?</li> <li>○ What does she buy from Mrs. Koretsky, the baker?</li> <li>○ What is Mrs. Koretsky's secret ingredient?</li> <li>○ Why is Sarah reluctant to go to the Singer's store to shop for the rest of the ingredients? What is on their arms?</li> <li>○ When did Mrs. Singer bake her first cake?</li> <li>○ What is her secret for making a perfect cake?</li> <li>○ Where did Mrs. Singer suggest Sarah make her cake?</li> <li>○ What did Sarah bring home for her mother's birthday?</li> </ul> </li> </ul> |  |

**4th Grade Social Studies Curriculum**

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|   | <ul style="list-style-type: none"><li>○ What are some of the things that Sarah learned by accepting advice and help from others in order to bake the cake?</li></ul> Asynchronous Activity Options: <ul style="list-style-type: none"><li>● Writing Response: Have you ever baked a cake? If you could bake a cake, what kind would you bake? Would you make it for yourself or someone in your family?</li><li>● Reading/Questions Printable Activity: <a href="#">Hero of the Holocaust Story</a></li></ul>  |
| <b>Creating Social Awareness Around Holocaust Stories</b> | <p>Additional Read Aloud Options:</p> <ul style="list-style-type: none"><li>● <u><i>The Story of the Holocaust</i> by <i>Clive A. Lawton</i></u> (Level S)</li><li>● <u><i>Yours, Anne</i> By <i>Lois Metzger</i></u> (Level T)</li><li>● <u><i>Lily's Crossing</i> By <i>Patricia Reilly Giff</i></u> (Level T)</li></ul> <hr/> <p><i>Potential lessons that can be taught through the books above:</i></p> <ul style="list-style-type: none"><li>● <i>"Today I want to teach you that when readers think about power, they not only notice who has the most power, they also pay attention to people who are attracted to power. They see hanger-ons, they see collaborators."</i></li><li>● <i>"Today I want to teach you that investigating perspective is more than just figuring out who is telling the story. Readers need to pay careful attention to whose internal thinking the story gives them access to, whose head they can get inside."</i><br/><i>"Today I want to teach you that figuring out who tells the story matters. Readers ask, 'Who is the narrator?' If the narrator is involved in the events, readers are especially alert for clues, noticing pronouns, what others call the narrator, the relationship the narrator has to others, asking, 'How is the narrator involved in what is going on?'"</i></li></ul> |

| Evidence of Learning (Assessments)   | Accommodations and Modifications  |
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| <div>Formative Assessments:</div> <div><ul style="list-style-type: none"><li>● Exit Tickets</li><li>● Notebook Checks</li><li>● Conferences</li><li>● Drafts</li></ul></div> <div>Summative Assessments:</div> | <div>Special Education:</div> <div><ul style="list-style-type: none"><li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li><li>● <a href="#">Subgroup Accommodations and Modifications</a></li><li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li></ul></div> <div>Differentiation:</div> <div><ul style="list-style-type: none"><li>● Preview content and concepts</li><li>● Behavior management plan</li></ul></div> |

**4th Grade Social Studies Curriculum**

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| <ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Written Analysis</li> <li>• Summative tests</li> <li>• SAC (Structured Academic Controversy)</li> <li>• Demonstrations</li> <li>• Portfolio</li> </ul>  | <ul style="list-style-type: none"> <li>• Highlight text</li> <li>• Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Clubbing activities</li> <li>• Exploration by interest</li> <li>• Flexible groupings</li> </ul> |
| <p><b>Benchmark Assessments:</b></p>  | <p><b>English Language Learners:</b></p>  |
| <ul style="list-style-type: none"> <li>• Initial Benchmark: 3rd Week of September</li> <li>• Mid-year Benchmark: 4th Week of January</li> <li>• End of year Benchmark: Last week in May</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
| <p><b>Alternative Assessments:</b></p>  | <p><b>Students at Risk for Failure:</b></p>   |
| <ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> <li>• Arguments Writing Assignments</li> <li>• Notebook assessments</li> <li>• Oral Presentations</li> <li>• Socratic Seminars</li> <li>• Primary Source Analysis</li> <li>• <a href="#">Social Studies Instructional Strategies</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
|   | <p><b>Gifted and Talented</b></p>   |
| <p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>   | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
|   | <p><b>Students with 504 Plans</b></p>   |
|   | <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>   |
|   | <p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>   |

**4th Grade Social Studies Curriculum**

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| <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Social Studies Leveled Libraries</a></li> <li>• <a href="#">Holocaust NJ State Unit</a></li> <li>• <a href="#">K-5 Social Studies Holocaust/Genocide, Prejudice &amp; Bullying Education and Amistad Commission Connections</a></li> <li>• <a href="#">Amistad 3-5 Lesson Plans</a></li> <li>• <a href="#">The Amistad Commission's Literacy Components for Primary Grades</a></li> <li>• <a href="#">Amistad Curriculum (K-12)</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">iCivics</a></li> <li>• <a href="#">Teaching Tolerance</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> </ul> | <p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Don't Forget</i> by Patricia Larkin (Level L)</li> <li>• <i>Baseball Saved Us</i> by Ken Mochizuki (Level O)</li> <li>• <i>The Bracelet</i> by Yoshiko Uchida (Level R)</li> <li>• <i>Promise of a New Spring</i> by (Level R)</li> <li>• <i>Anne Frank</i> by Yona Zeldis McDonough (Level T)</li> <li>• <i>Heroes</i> by Ken Mochizuki (Level N)</li> <li>• <i>The Long March</i> by Marie-Louise Fitzpatrick (Level N)</li> <li>• <i>Any appropriate grade 4 book applicable to the unit chosen by the teacher</i></li> </ul> <p><b>Supplemental Resources:</b></p> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brainpop</a></li> <li>• <i>One Yellow Daffodil</i> by David A. Adler (Level J)</li> <li>• <i>Terrible Things: An Allegory of the Holocaust</i> by Eve Bunting (Level K)</li> <li>• <i>Why? By Nikolai Popov</i> (Level K)</li> <li>• <i>A Picture Book of Anne Frank</i> by David A. Adler (Level J)</li> <li>• <i>Hiding from the Nazis</i> by David A. Adler (Level K)</li> <li>• <i>Flowers on the Wall</i> by mariam Nerlove (Level N)</li> <li>• <i>The Lily Cupboard</i> by Shulamith Levey Oppenheim (Level L)</li> <li>• <i>Twenty and Ten</i> Claire Huchet Bishop (Level L)</li> <li>• <i>The Tree in the Courtyard: Looking through Anne Frank's Window</i> by Jeff Gotesfeld (Level P)</li> <li>• <i>Benno and the Night of Broken Glass</i> by Meg Wiviott (Level M)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop JR.</a></li> <li>• <a href="#">Readworks</a></li> <li>• <a href="#">CNN10</a></li> </ul> |
| <p><b>Interdisciplinary Connections</b></p>   | <p><b>Integration of Technology through NJSLs</b></p>   |

**4th Grade Social Studies Curriculum**

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| <ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies. Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul> |
| <b>Integration of 21st Century Themes and Skills</b>  | <b>Media Literacy Integration</b>  |
| <ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Creativity and Innovations</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> <li>• Information Literacy</li> </ul>  |
| <b>Career Education</b>   | <b>Global Perspective</b>  |
| <ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• Washington DC Trip</li> <li>• History Based Field Trip</li> <li>• Oregon Trail Webquest</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>   | <ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans’ Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> </ul>  |



**4th Grade Social Studies Curriculum**

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| <b>Unit 6: First Settlers</b>   | <b>Grade: 4th</b> |
| <b>Unit Overview:</b><br>This unit focuses on the early settlers and the changes that took place once European settlers came to the New World. Students need to see and analyze the full impact of the early settlers in the new land.  |                   |
| <b>NJ Student Learning Standards:</b><br><b>Companion Standards:</b><br><b>Key Ideas and Details</b><br>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br><b>Craft and Structure</b><br>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.<br>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.<br>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.<br><b>Integration of Knowledge and Ideas</b><br>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<br>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.<br>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.<br>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.<br>RF.2.4.A - Read grade-level text with purpose and understanding. |                   |

**4th Grade Social Studies Curriculum**

SL.2.1 - Participate in collaborative conversations with diverse partners...with peers and adults in small and larger groups.

Language Arts:

- Letter writing
- Journaling
- Graphic organizers

Math:

- Calculate the number of days and months it took the Pilgrims to travel.
- Calculating distances to travel.
- Sequence events on a timeline.
- Calculate weights of items that can fit in a Conestoga Wagon.

Science:

- Germs and diseases.
- Hardships caused by weather conditions.

**21st-Century Life & Career Skills**

**Career Ready Practices**

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

**Standard 8 Computer Science**

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.

**Standard 9 Career Readiness, Life Literacy, and Key Skills**

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

**New Jersey Amistad Commission 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.

**Primary interdisciplinary connections:** Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Math: Graphs comparing populations, Compare latitude and longitude lines to a line graph

Science: Environmental Changes, study agriculture

**Social Studies Standards:**

**By the end of grade 5:**

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

**Core Ideas**

**Performance Expectations**

**Geography, People, and the Environment: Human Population Patterns**

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| Patterns of settlement differ markedly from region to region, place to place, and time to time.   | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</li> </ul>  |
| The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.  | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>Geography, People, and the Environment: Spatial Views of the World</b>   |  |
| Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.   | <ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>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.</li> <li>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).</li> <li>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.</li> </ul> |
| <b>Geography, People, and the Environment: Global Interconnections</b>  |  |
| Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics | <ul style="list-style-type: none"> <li>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.</li> <li>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</li> <li>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</li> <li>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> </ul>  |
| <b>History, Culture, and Perspectives: Continuity and Change</b>  |  |

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| Chronological sequencing helps us understand the interrelationship of historical events. | <ul style="list-style-type: none"> <li>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.</li> <li>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over</li> </ul>  |
| Interactions of people and events have shaped the world we experience today.             | <ul style="list-style-type: none"> <li>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.</li> <li>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>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.</li> <li>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>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.</li> <li>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</li> <li>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>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.</li> <li>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> </ul> |
| <b>History, Culture, and Perspectives: Understanding Perspectives</b>                    |   |
| Events may be viewed differently based on one's perspective.                             | <ul style="list-style-type: none"> <li>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.</li> <li>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture</li> </ul>   |

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|  |   | <ul style="list-style-type: none"> <li>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> </ul>   |
| Historical records are shaped by the society that the creator lived in.  |   | <ul style="list-style-type: none"> <li>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> <li>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>  |
| <b>Unit Enduring Understandings</b>  |   | <b>Essential Questions</b>   |
| <ul style="list-style-type: none"> <li>The Native American culture was totally impacted by the influx of early settlers.</li> <li>The Native Americans and the early settlers influenced each other both positively and negatively.</li> </ul> |   | <ul style="list-style-type: none"> <li>Why do people move to new communities?</li> <li>Why did the early settlers sail to the new land?and challenging public actions and decisions in a diverse and interdependent world?</li> <li>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ul>   |
| <b>Unit Teaching Points:</b>   |   |  |
| <b>Bends:</b>  | <b>Concepts:</b><br><i>What will students know...</i>   | <b>Skills/Performance Expectations</b><br><i>What will students be able to do...</i>   |
| <b>Bend I: Age of Explorers</b>  | <ul style="list-style-type: none"> <li>Students will learn how and why the Eurpoeans came to the New World</li> </ul> | <p>Lesson 1: Introduction:(Asynchronous/Mini Lesson)<br/>Teaching Point: "Today I am going to teach how and why Europeans came to the New World ."</p> <ul style="list-style-type: none"> <li>Introduce new unit</li> <li>Youtube Video - <a href="#">How and Why Europeans Came to the New World</a></li> <li><a href="#">Exploration Digital Notebook Materials</a> - materials can be used for discussion throughout the unit.</li> <li>Discuss what materials were needed to travel.</li> </ul> <p>Synchronous Activity Option:</p> <ul style="list-style-type: none"> <li>Youtube Video - <a href="#">Shipwreck Video</a></li> <li>Discuss the shipwreck- <a href="#">Exploration Digital Notebook Materials</a></li> </ul> <p>Lesson 2: (Asynchronous/Mini Lesson)</p> |

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|  |  | <p>Teaching Point: “Today I want to teach you what explorers took to and from the New World during the Age of Exploration.”</p> <ul style="list-style-type: none"> <li>● Review shipwreck activity</li> <li>● Youtube Video: <a href="#">Classifying Artifacts</a> <ul style="list-style-type: none"> <li>○ Break out rooms/small groups: (Synchronous or Asynchronous) <ul style="list-style-type: none"> <li>■ Read: <a href="#">Age of Exploration Reading Comprehension</a> and Discussion.</li> <li>■ Motives for Exploration</li> <li>■ New Products from the Americas</li> <li>■ New Technology That Helped Exploration</li> </ul> </li> </ul> </li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>● Game: <a href="#">Categorize Explorers Obstacles and Motivations</a></li> </ul> <p>Lesson 3: Who were the Explorers? (Synchronous/Mini Lesson)</p> <p>Teaching Point: “While Native Americans were living peacefully in America, Europeans were starting to explore and would eventually find their land. Today I want to teach you the many different explorers that set out to find America.”</p> <ul style="list-style-type: none"> <li>● The first explorers to America were the Vikings- Leif Erikson <ul style="list-style-type: none"> <li>○ Video- <a href="#">Lief Erickson</a></li> </ul> </li> <li>● Printable: Organize your information on the Vikings - <a href="#">Viking Graphic Organizer</a> <ul style="list-style-type: none"> <li>○ As researchers learn about things they already have an idea about, we have theories, and just like when we read we want to be flexible with our theories, for instance, if we learn something that we didn’t know before it could change our perspective and that’s okay. Let’s listen to this video once, and think about how to revise our theories, and how to structure our notes.</li> </ul> </li> <li>● Display - <ul style="list-style-type: none"> <li>○ <a href="#">Image of the Ship</a></li> <li>○ <a href="#">Image of the Map</a></li> </ul> </li> <li>● Review/discuss the journey of the vikings - what materials did they needed to make their trip successful</li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>• Discuss the difficulties of the journey</li> </ul> <p>Asynchronous OR Synchronous (Small Group) Activity:</p> <ul style="list-style-type: none"> <li>• Read: <a href="#">The Saga Eirik the Red</a></li> <li>• Activity: Imagine you have explored a new land (or a new planet) and returned to your home convinced that others should join you there. Design a sales pitch that would make people want to move there. The advertisement can include text, illustrations, photos, and multimedia.</li> </ul> <p>Lesson 4: (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today I want to teach you about a curious explorer and his father and how together with the ruler of China (Kahn) they began developing mutual curiosity, and his tales sparked more curiosity. Together with the need for goods, and tension over control of the silk road led others to explore as well.”</p> <ul style="list-style-type: none"> <li>• Brainpop Video - <a href="#">Marco Polo</a> <ul style="list-style-type: none"> <li>◦ Take notes on Marco Polo - his characteristics</li> </ul> </li> <li>• Discussion: Why was Marco Polo a trusted explorer by the Great Khan?</li> <li>• <a href="#">Map of the Silk Road</a></li> <li>• Ending Discussion: Let’s make Marco Polo the CAUSE. Predict some effects he may have caused just from what we’ve learned already, or from your prior knowledge.</li> </ul> <p>Asynchronous Activity Options Marco Polo:</p> <ul style="list-style-type: none"> <li>• <a href="#">Marco Polo and the Silk Road</a></li> <li>• <a href="#">Marco Polo: Reading Comprehension</a></li> </ul> <p>Lesson 5: (Synchronous/Mini Lesson)</p> <p>Teaching Point: “Today I want to teach you about <b>Prince Henry of Portugal</b>, and Portugal’s motivation for exploring, I want to teach you how his desire to explore combined with Marco Polo’s book led to a change in Europe. Then, when the Turkish Empire cut travel on the precious Silk Road, the desire to explore was even greater. (Add to Cause &amp; Effect chart).</p> <ul style="list-style-type: none"> <li>• Today I want to teach you about Prince Henry of Portugal and his love for exploration. As I teach you his story, would you listen with the lens of if Marco Polo was the cause, how</li> </ul> |
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|  |  | <p>did he affect Prince Henry, and the world? <a href="#">Show Prince Henry's Route Map</a></p> <ul style="list-style-type: none"> <li>• Read aloud and take notes: <ul style="list-style-type: none"> <li>• Reading: <a href="#">Prince Henry the Navigator</a></li> </ul> </li> </ul> <p>Asynchronous Activity:</p> <ul style="list-style-type: none"> <li>• Reading: <a href="#">Prince Henry: Understanding Exploration</a></li> <li>• <a href="#">Prince Henry Biography</a></li> </ul> <p>Lesson 6: (Synchronous/Mini Lesson)</p> <p>Teaching Point: "Different European countries had different motivations for exploring. The Spanish had the 3 C's which resulted in Columbus commissioning them for his trade."</p> <ul style="list-style-type: none"> <li>• Do Now: We all know about a man named Christopher Columbus, could you take 5 minutes to jot down some things you think you know, and what your thoughts are on him. Start with the prompt: What I think about Christopher Columbus is.....</li> <li>• Yesterday we learned about Portugal's motivation to explore, and today I want to teach you about Spain's motivation to explore. Look at the map, they're neighbors - do you ever compete with your neighbor? Do you know people who have competed with one another?</li> <li>• Take a look at Columbus' route - <a href="#">Columbus Map</a></li> <li>• Portugal: <ul style="list-style-type: none"> <li>○ Explored and charted the whole of the African west coast</li> <li>○ Discovered dozens of islands in the North and South Atlantic (by the 1420's Portuguese ships discovered the Azores which are halfway to America)</li> <li>○ Reached as far west as the Sargasso Sea, a few hundred miles from America</li> <li>○ In 1488, Bartolomeu Dias in a 16 month journey (which makes the 3 month Columbus trip a walk in the park) discovered and revealed to the World it was possible to sail around Africa, opening the multi-million Sea Route to Asia, that Portugal was to control over the next 150 years.</li> </ul> </li> </ul> |  |
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|  |  | <ul style="list-style-type: none"> <li>Spain was motivated by the three Gs. : Gold, Glory, and God.</li> <li>Conclusion: Let's add to our chart of Cause and Effect: <ul style="list-style-type: none"> <li>Cause Marco Polo and Prince Henry started exploring <ul style="list-style-type: none"> <li>Therefore, Spain...</li> </ul> </li> </ul> </li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>Columbus Explores -<a href="#">Christopher Columbus Fact Hunt</a></li> </ul> <p>Lesson 7: Columbus Part II (Different Perspective) (Synchronous/Mini Lesson)</p> <p>DAY 1:</p> <ul style="list-style-type: none"> <li>Do Now: In notebook- take a minute to review what you thought about Columbus, turn and share your thoughts with your partner.</li> </ul> <p>Teaching Point: "Today I want to teach you that as Explorers encounter history we realize it was told by someone else, and we want to look at more than one source to ensure that we're getting a genuine picture. Today, let's examine multiple sources of information to get a clear picture of Columbus."</p> <ul style="list-style-type: none"> <li>Let me introduce you to how he got started: <ul style="list-style-type: none"> <li>Watch video: <a href="#">Christopher Columbus</a> <ul style="list-style-type: none"> <li>Take notes on this perspective of him.</li> </ul> </li> <li>Now let's consider another perspective.</li> <li>Video: <a href="#">The real story of Columbus history.com</a> <ul style="list-style-type: none"> <li>Take notes on this perspective of him.</li> </ul> </li> </ul> </li> <li>What is the difference between these two perspectives? What is your opinion?</li> </ul> <p>DAY 2</p> <p>Teaching Point: "Another way we can get a sense of a historical time period is by examining stories, which was especially important since there were no photographs. However, remember that artists just like writers have their own perspectives. Today I want to teach you that figuring out who tells the story matters. Readers ask, 'Who is the narrator?' If the narrator is involved in the events, readers are especially alert for clues, noticing pronouns, what others call the narrator, the relationship the narrator has to others, asking, 'How is the narrator involved in what is going on?'</p> <ul style="list-style-type: none"> <li>Teacher Resource- <a href="#">Rethinking Discovery</a></li> </ul> |
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|  |  | <p>Synchronous OR Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Reading: <a href="#">Columbus As a Hero</a></li> <li>• Read Aloud: <a href="#">Encounter by Jane Yolen</a></li> <li>• Writing Response: Explain the two perspectives on Christopher Columbus.</li> </ul> <p>Lesson 8: How did America get its name? (Synchronous/Mini Lesson)<br/> Teaching Point: “Today I want to teach you about the explorer Amerigo Vespucci, and how he was the one who realized that Columbus founded a new continent. (1497) I am going to teach you about a friend of Columbus named Amerigo Vespucci. As we study him we’ll add to our chart, let’s watch the video once with the lens of how this is structured, and also with the lens of what was this person/character like? (Watch twice take notes the second time)</p> <ul style="list-style-type: none"> <li>• Youtube Video - <a href="#">Amerigo Vespucci</a></li> </ul> <p>Asynchronous Activity Option:</p> <ul style="list-style-type: none"> <li>• Writing Response: What have you learned so far about Amerigo Vespucci? What did you learn about his relationship with Christopher Columbus?</li> </ul> <p>Lesson 9: (Synchronous/Mini Lesson)<br/> A prominent English explorer who impacted America greatly was John Cabot. (1497) (Add to Cause &amp; Effect chart).<br/> Teaching Point: “Today I want to teach you about an important English explorer named John Cabot”</p> <ul style="list-style-type: none"> <li>• Youtube Video - <a href="#">Mini-Bio - John Cabot</a></li> <li>• The 1497 English expedition led by Italian Venetian <a href="#">John Cabot</a> (Giovanni Caboto) was the first of a series of French and English missions exploring North America. Spain put limited efforts into exploring the northern part of the Americas, as its resources were concentrated in Central and South America where more wealth had been found. These expeditions were hoping to find an oceanic <a href="#">Northwest Passage</a> to Asian trade. This was never discovered, but other possibilities were found and in the early 17th century colonists from a number of Northern European states began to settle on the east coast of North America.</li> </ul> <p>Asynchronous Activity Option:</p> |
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|                         |  | <ul style="list-style-type: none"> <li>• Today as you work independently, would you consider how the age of exploration is starting to change. New explorers are entering the picture, there's still a whole United States for them to explore, make money off of, and don't forget about those Native Americans. <ul style="list-style-type: none"> <li>◦ <a href="#">Age of Exploration</a> - students can use materials in this file for further learning purposes. You may decide what you would like to assign to them.</li> </ul> </li> </ul> <p>Lesson 10: French Exploration (Synchronous/Mini Lesson)<br/>Teaching Point: "Today I want to teach you about France's motivation for exploration."</p> <ul style="list-style-type: none"> <li>• We've already learned that countries such as the English, Italian, Spanish &amp; Portuguese wanted in on the Glory and the Gold! But there was another important player... The French <ul style="list-style-type: none"> <li>◦ (Show on map) - Based on its location, can you predict why they would want to explore?</li> </ul> </li> <li>• Today I want to teach you that the French began exploring for all of the above reasons, and as part of their ongoing competition with their neighbors, especially the English. This is why they commissioned Verrazano to explore in their name. In 1523 King Francis I of France enlisted Verrazzano to explore the coast of the new world from Newfoundland to Florida for the purpose of finding a route via ship to the Pacific Ocean. Recent events had convinced the French monarch that new routes for trade must be opened. There was stiff competition with French merchants and bankers from Portugal for existing trade, and Magellan's travels around the world had shown that alternate routes existed. <ul style="list-style-type: none"> <li>◦ Youtube Video - <a href="#">French Exploration</a></li> </ul> </li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Today as you work independently through the readings on French Exploration. Examine their motives, paths to discovery, and the effects of the discovery. - Materials to assign to students <a href="#">French Exploration</a></li> </ul> |
| <b>Bend II:<br/>New</b> | <ul style="list-style-type: none"> <li>• Students will be able to discuss the reasons the Pilgrims left England to come to the new world.</li> </ul> | Lesson 11 (Synchronous/Mini Lesson)   |

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| <p><b>Settlers</b></p> |  | <p>Teaching Point: “Today I want to teach you that the pilgrims came to the new world for religious freedom and opportunity.”</p> <ul style="list-style-type: none"> <li>• <a href="#">Images of Jamestown</a> <ul style="list-style-type: none"> <li>○ Their reasons for migration had a longstanding impact on our history. This is called cause and effect. For example, the US believes strongly in religious freedom to this day.</li> <li>○ The pilgrims were not allowed to worship freely. They were forced to believe what the King of England believed.</li> <li>○ They gave up everything they had to come to America for religious freedom.</li> <li>○ This is similar to immigrants today who come to America for freedom and opportunity.</li> </ul> </li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• <a href="#">Jamestown Colony</a></li> <li>• Writing Response: Consider why the colonists come to America? What were some challenges they faced?</li> </ul> <p>Lesson 12: Plymouth (Synchronous/Mini Lesson)<br/>Teaching Point: “Today I want to teach you that the Pilgrims came to the new land in 1620, and set up a colony at Plymouth in Massachusetts.”</p> <ul style="list-style-type: none"> <li>• Inquiry: What was life like for the Pilgrims?</li> <li>• Do Now: Jot down your thoughts on what you know about the pilgrims....(5 minutes)</li> <li>• Brainpop Video - <a href="#">Thanksgiving</a> <ul style="list-style-type: none"> <li>○ Take notes and discuss</li> </ul> </li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Reading: The New England Colonies: <a href="#">Plymouth</a></li> <li>• Historians as you go off for asynchronous learning, today and everyday keep revving up your mind by thinking about what you already know, but afterwards, consider how the new information you learned fits or doesn't fit with what you initially thought.</li> </ul> <p>Lesson 13: (Synchronous/Mini Lesson) How did the arrival of Europeans affect the Native Americans?</p> |
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|  |  | <p>Teaching Point: “We have studied life of the Native Americans separately and life for explorers separately but now we’re going to turn a new bend and look at the impact of exploration on America.”</p> <ul style="list-style-type: none"> <li>• Today you will read and/or listen to some books that are two different points of view on these events in history.</li> <li>• As you read/listen, take notes and use this information for your writing response.</li> </ul> <p>Asynchronous Activity Option:<br/>Read alouds that explore points of view:</p> <ul style="list-style-type: none"> <li>• Encounter by Jane Yolen (Native American Point of View)</li> <li>• Exploration and Conquest: The American Story (Colonist Point of View)</li> <li>• The Plymouth Colony: The Pilgrims Setting in Massachusetts by Kathleen Tracy</li> <li>• Jamestown: The First English Colony by Harkins</li> </ul> <p>Writing Response: Compare and contrast the Colonists point of view and the Native Americans point of view.</p> <p>Lesson 14: (Synchronous/Mini Lesson)<br/>Teaching Point: “Today I want to teach you that gradually, more Europeans came to settle. As the populations grew they spread out and created new settlements. Each settlement was unique in when it was established, who migrated. The first colony was the Virginian Colony. (1607 established by the London Company)”</p> <ul style="list-style-type: none"> <li>• Do Now: Read the lyrics <a href="#">“They’re coming to America”</a> <ul style="list-style-type: none"> <li>○ Write long - What does this song say about our country? How does it fit with our identity as Americans?</li> </ul> </li> <li>• Listen to the song/class discussion</li> <li>• Today we’re going to begin learning about the various settlements that became the 13 colonies. We’re going to study:             <ol style="list-style-type: none"> <li>1. When they were settled</li> <li>2. Which ethnicities/religions settled there</li> <li>3. What their industries were. As we study these will you keep in mind the similarities and differences of their settlements to the tribes that lived in that region? Will you</li> </ol> </li> </ul> |
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|   |   | <p>also notice which traces are still evident in those places today?</p> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Think About: 13 Colonies (housing, industries, relationship with Native Americans, map, major cities, leadership)</li> <li>• Reading materials: <ul style="list-style-type: none"> <li>○ <a href="#">13 colonies</a></li> <li>○ Article: <a href="#">13 colonies</a></li> </ul> </li> </ul>   |
| <b>Heritage Month Celebration</b>         | <p><b><u>Asian Pacific American Heritage:</u></b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• To study notable Asian Pacific Americans that have made a difference</li> </ul> <p><b>Possible Read Alouds/Sites:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Notable stories</a></li> <li>• <a href="#">PBS celebration</a></li> </ul> <hr/> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand aspects of Asian Pacific history, immigration, and cultural stories</li> <li>• Understand concepts of people, place, resources and economic activities</li> </ul> <p><b>Possible Read Alouds:</b></p> <ul style="list-style-type: none"> <li>• <i>The Vander Bekers of 141st Street by Karina Yan Glaser (Level T)</i></li> <li>• <i>Hello Universe by Erin Entrada Kelly (Level S)</i></li> <li>• <i>The House that Lou Built by Wae Respicio (Level T)</i></li> </ul> | <p>Asian Pacific Heritage Month Lesson 1: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “In the month of May we celebrate Asian Pacific American Heritage Month. First I am going to teach you about notable Asian Pacific Americans that have made a difference.”</p> <ul style="list-style-type: none"> <li>• Teacher Resources: <ul style="list-style-type: none"> <li>○ <a href="#">Notable Asian Americans</a></li> <li>○ <a href="#">PBS celebration</a></li> </ul> </li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Research: Research one of the Notable Asian Americans from above. Create a google slide, fact card or bio activity for that person to share their accomplishments. Share with the class.</li> </ul> <hr/> <p>Asian Pacific Heritage Month Lesson 2: (Mini Lesson/Synchronous)</p> <p>Teaching Point: “Today I want to remind you that in the month of May we celebrate Asian Pacific Heritage Month. Today I am going to teach you how vastly diverse the continent of Asia is.”</p> <ul style="list-style-type: none"> <li>• Show continent of Asia and the countries that make it up</li> </ul> <p>Read Aloud Options:</p> <ul style="list-style-type: none"> <li>• <i>The Vander Bekers of 141st Street by Karina Yan Glaser (Level T)</i></li> <li>• <i>Hello Universe by Erin Entrada Kelly (Level S)</i></li> <li>• <i>The House that Lou Built by Wae Respicio (Level T)</i></li> </ul> <p>Asynchronous Activity Options:</p> <ul style="list-style-type: none"> <li>• Writing Response: Students will respond to the text</li> <li>• Research: Research and gather information on an Asian country of your choice. Share your findings with the class.</li> </ul> |
| <b>Evidence of Learning (Assessments)</b> |   | <b>Accommodations and Modifications</b>   |

## 4th Grade Social Studies Curriculum

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| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Notebook Checks</li> <li>• Conferences</li> <li>• Drafts</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Projects</li> <li>• Written Analysis</li> <li>• Summative tests</li> <li>• SAC (Structured Academic Controversy)</li> <li>• Demonstrations</li> <li>• Portfolio</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Initial Benchmark: 3rd Week of September</li> <li>• Mid-year Benchmark: 4th Week of January</li> <li>• End of year Benchmark: Last week in May</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Portfolios</li> <li>• Arguments Writing Assignments</li> <li>• Notebook assessments</li> <li>• Oral Presentations</li> <li>• Socratic Seminars</li> <li>• Primary Source Analysis</li> <li>• <a href="#">Social Studies Instructional Strategies</a></li> </ul> | <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Preview content and concepts</li> <li>• Behavior management plan</li> <li>• Highlight text</li> <li>• Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Alternative formative and summative assessments</li> <li>• Guided Reading</li> <li>• Personal agendas</li> <li>• Project-based learning</li> <li>• Tiered activities/assignments</li> <li>• Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Clubbing activities</li> <li>• Exploration by interest</li> <li>• Flexible groupings</li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Students at Risk for Failure:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> |
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|   | <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>  |
| <p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>   | <p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>  |
| <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Social Studies Leveled Libraries</a></li> <li>• <i>People Together Adventures in Time and Place</i> Macmillan/McGraw-Hill</li> <li>• <a href="#">Scholastic Teacher</a></li> <li>• <a href="#">Social Studies</a></li> <li>• <a href="#">American History and Culture</a></li> <li>• <a href="#">Amistad 3-5 Lesson Plans</a></li> <li>• <a href="#">The Amistad Commission's Literacy Components for Primary Grades</a></li> <li>• Amistad Curriculum (K-12)</li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">iCivics</a></li> <li>• <a href="#">Teaching Tolerance</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> </ul> | <p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic</a></li> <li>• <a href="#">History is Fun</a></li> <li>• <i>Our Strange New Land: Elizabeth's Jamestown Colony Diary</i> by Patricia Hermes (Level P)</li> <li>• <i>If You Lived in Colonial Times</i> by Ann McGovern (Level Q)</li> <li>• <i>Uncovering The Jamestown Colony</i> by Caitlin McAnweeney (Level S)</li> <li>• <i>Exploring the New World</i> by Wendy Conklin (Level S)</li> <li>• <i>Christopher Columbus: Sailing to a New World</i> by Adrianna Morgannelli (Level R)</li> <li>• Any appropriate grade 3 book applicable to the unit chosen by the teacher</li> </ul> <p><b>Supplemental Resources:</b></p> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brainpop</a></li> <li>• <i>Mayflower 1620: A New Look at an Early Colonial Voyage</i> by Catherine O'Neill et al. (Level Q)</li> <li>• <i>My Life as an Early Settler</i> by Nancy Allen (Level K)</li> <li>• <i>Your Life as A Settler in Colonial America</i> by Thomas Kingsley Troupe (Level P)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Scaffolded Notes</li> <li>• Closed Notes</li> <li>• Shared Notes and slide presentations</li> <li>• Study guides</li> </ul> |



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|   | <ul style="list-style-type: none"> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Brain Pop JR.</a></li> <li>• <a href="#">Readworks</a></li> <li>• <a href="#">CNN10</a></li> </ul>   |
| <b>Interdisciplinary Connections</b>  | <b>Integration of Technology through NJSL</b>  |
| <ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies</li> <li>• Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use a document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use a document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul> |
| <b>Integration of 21st Century Themes and Skills</b>  | <b>Media Literacy Integration</b>  |
| <ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• Creativity and Innovations</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> <li>• Information Literacy</li> </ul>  |
| <b>Career Education</b>   | <b>Global Perspective</b>  |
| <ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• Washington DC Trip</li> <li>• History Based Field Trip</li> <li>• Oregon Trail Webquest</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> </ul>   | <ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women’s History Month,</li> <li>• National Irish-American Heritage Month</li> </ul>   |

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| <ul style="list-style-type: none"><li>• Social and Cross-Cultural Skills</li><li>• Productivity and Accountability</li><li>• Leadership and Responsibility</li></ul> | <ul style="list-style-type: none"><li>• National Italian American Heritage Month</li><li>• Asian Pacific American Heritage</li><li>• Older Americans' Month</li><li>• Jewish American Heritage Month</li><li>• Week of Respect</li><li>• Red Ribbon Week</li><li>• International Dot Day (September 16)</li></ul> |
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4th Grade Social Studies Curriculum**2022-2023 Disciplinary Concepts***Civics, Government, and Human Rights: Civic and Political Institutions*

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

| By the end of grade 2   | By the end of grade 5   | By the end of grade 8   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Local community and government leaders have roles and responsibilities to provide services for their community members.</li> <li>Rules for all to live by are a result of the actions of government, organizations, and individuals.</li> <li>The actions of individuals and the government affects decisions made for the common good.</li> </ul> | <ul style="list-style-type: none"> <li>In a representative democracy, individuals play a role in how the government functions.</li> <li>In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</li> </ul> | <ul style="list-style-type: none"> <li>Political and civic institutions impact all aspects of people's lives.</li> <li>Governments have different structures which impact development (expansion) and civic participation.</li> </ul> |

*Civics, Government, and Human Rights: Participation and Deliberation*

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

| By the end of grade 2   | By the end of grade 5  | By the end of grade 8   |
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| <ul style="list-style-type: none"> <li>When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.</li> </ul> | <ul style="list-style-type: none"> <li>Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).</li> <li>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are</li> </ul> | <ul style="list-style-type: none"> <li>Civic participation and deliberation are the responsibility of every member of society.</li> <li>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>considered.</li> <li>A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</li> </ul>  | <ul style="list-style-type: none"> <li>advance public policy solutions</li> </ul>  |
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| <p><i>Civics, Government, and Human Rights: Democratic Principles</i></p> <p>Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.</p>  |  |  |
| By the end of grade 2  | By the end of grade 5  | By the end of grade 8  |
| <ul style="list-style-type: none"> <li>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, [and] freedom to make choices).</li> </ul>   | <ul style="list-style-type: none"> <li>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society</li> </ul>  | <ul style="list-style-type: none"> <li>The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights.</li> <li>The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</li> </ul> |
| <p><i>Civics, Government, and Human Rights: Processes and Rules</i></p> <p>Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.</p> |  |  |
| By the end of grade 2  | By the end of grade 5  | By the end of grade 8  |
| <ul style="list-style-type: none"> <li>Rules and [laws are established for our safety and well-being] people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.</li> <li>[Ideal processes] Processes and rules [are designed to be fair, consistent, and respectful of all people's rights] should be</li> </ul>  | <ul style="list-style-type: none"> <li>There are different processes for establishing rules and laws.</li> <li>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common</li> </ul> | <ul style="list-style-type: none"> <li>In a democratic government, there</li> <li>are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</li> </ul>   |

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| fair, consistent, and respectful of the human rights of all people  |   |   |
|---|---|---|
| <p><i>Civics, Government and Human Rights: Human and Civil Rights</i></p> <p>Human rights are universal, inalienable, and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.</p>  |   |   |
| By the end of grade 2   | By the end of grade 5   | By the end of grade 8   |
| <ul style="list-style-type: none"> <li>Individuals may be different, but all have the same basic human rights.</li> </ul>   | <ul style="list-style-type: none"> <li>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</li> <li>Individuals have the right to be safe and not to be bullied or discriminated against.</li> </ul> | <ul style="list-style-type: none"> <li>Human and civil rights include political, social, economic, and cultural rights.</li> <li>[Human rights can be protected or abused in various societies.] <b>Social and political systems have protected and denied human rights (to varying degrees) throughout time.</b><sup>12</sup></li> <li>Fundamental rights are derived from the inherent worth of [every] each individual[, which] and include civil, political, social, economic, and cultural rights</li> </ul> |
| <p><i>Civics, Government and Human Rights: Civic Mindedness</i></p> <p>Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions – alone or in combination with others – can make a difference is closely related to democratic principles and participation.</p> |   |   |
| By the end of grade 2   | By the end of grade 5   | By the end of grade 8   |
| <ul style="list-style-type: none"> <li>Certain character traits can help individuals become productive members of their community</li> </ul>  | <ul style="list-style-type: none"> <li>Certain dispositions help individuals contribute to the health of American democracy</li> </ul>  | <ul style="list-style-type: none"> <li>The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of</li> </ul>   |

4th Grade Social Studies Curriculum

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|  |  | diversity.  |
| <p><i>Geography, People and the Environment: Spatial Views of the World</i></p> <p>Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.</p>   |  |   |
| <b>By the end of grade 2</b>   | <b>By the end of grade 5</b>   | <b>By the end of grade 8</b>  |
| <ul style="list-style-type: none"> <li>• A map is a symbolic representation of selected characteristics of a place.</li> <li>• Geographic data can be used to identify cultural and environmental characteristics of places</li> </ul>   | <ul style="list-style-type: none"> <li>• Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</li> </ul>  | <ul style="list-style-type: none"> <li>• Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface</li> </ul>   |
| <p><i>Geography, People and the Environment: Human Population Patterns</i></p> <p>Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.</p> |  |   |
| <b>By the end of grade 2</b>   | <b>By the end of grade 5</b>   | <b>By the end of grade 8</b>  |
| <ul style="list-style-type: none"> <li>• Physical and human characteristics affect where people live (settle).</li> <li>• People use goods from local and distant places to meet their daily needs</li> </ul>  | <ul style="list-style-type: none"> <li>• Regions form and change as a result of unique physical conditions, economies, and cultures.</li> <li>• Patterns of settlement differ markedly from region to region, place to place, and time to time.</li> <li>• The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.</li> </ul> | <ul style="list-style-type: none"> <li>• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.</li> <li>• Relationships between humans and environments impact spatial patterns of settlement and movement.</li> <li>• Global changes in population distribution patterns affect changes in land use in particular places.</li> </ul> |
| <p><i>Geography, People and the Environment: Human Environment Interaction</i></p> <p>Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions</p>   |  |   |

**4th Grade Social Studies Curriculum**

happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

| By the end of grade 2   | By the end of grade 5   | By the end of grade 8   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Environmental characteristics influence how and where people live</li> </ul> | <ul style="list-style-type: none"> <li>Environmental and cultural characteristics influence where and how people live.</li> <li>Human activity affects the cultural and environmental characteristics of places and regions.</li> <li>Cultural and environmental characteristics change over time.</li> </ul> | <ul style="list-style-type: none"> <li>Cultural patterns and economic decisions influence environments and the daily lives of people.</li> <li>The physical and human characteristics of places and regions are connected to human identities and cultures</li> </ul> |

*Geography, People and the Environment: Global Interconnections*

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

| By the end of grade 2   | By the end of grade 5  | By the end of grade 8  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Global interconnections occur in both human and physical systems across different regions of the world.</li> </ul> | <ul style="list-style-type: none"> <li>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</li> <li>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues</li> </ul> | <ul style="list-style-type: none"> <li>Cultural and environmental practices impact the geography of an area.</li> <li>The environmental characteristics of places and production of goods influences the spatial patterns of world trade.</li> </ul> |

*Economics, Innovation and Technology: Economic Ways of Thinking*

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

**4th Grade Social Studies Curriculum**

| By the end of grade 2  | By the end of grade 5   | By the end of grade 8   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Individuals make decisions based on their needs, wants, and the availability of resources.</li> <li>Limited resources influence choices.</li> <li>[Effective decision-making skills can help when individuals and governments make economic decisions] Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).</li> </ul>  | <ul style="list-style-type: none"> <li>Economic decision-making involves setting goals and identifying the resources available to achieve those goals.</li> <li>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</li> </ul> | <ul style="list-style-type: none"> <li>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals</li> </ul>  |
| <p><i>Economics, Innovation and Technology: Exchange and Markets</i><br/>           Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.</p>   |   |   |
| By the end of grade 2  | By the end of grade 5   | By the end of grade 8   |
| <ul style="list-style-type: none"> <li>Goods and services are produced and exchanged in multiple ways</li> </ul>   | <ul style="list-style-type: none"> <li>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</li> <li>The exchange of goods and services can have negative and positive effects</li> </ul>                 | <ul style="list-style-type: none"> <li>People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.</li> <li>Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market.</li> <li>Markets exist to facilitate the exchange of goods and services.</li> <li>Competition among sellers and buyers exists in specific markets</li> </ul> |
| <p><i>Economics, Innovation and Technology: National Economy</i><br/>           The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)</p> |   |   |



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| By the end of grade 2  | By the end of grade 5  | By the end of grade 8   |
|--|--|---|
| <ul style="list-style-type: none"> <li>The availability of resources influences current and future economic conditions.</li> <li>Governments play an economic role in the lives of individuals and communities</li> </ul>  | <ul style="list-style-type: none"> <li>The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities.</li> <li>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress</li> </ul> | <ul style="list-style-type: none"> <li>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</li> <li>The production and consumption of goods and services influence economic growth, well-being, and quality of life</li> </ul>   |
| <p><i>Economics, Innovation and Technology: Global Economy</i><br/>           The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.</p> |  |   |
| By the end of grade 2  | By the end of grade 5  | By the end of grade 8   |
| <ul style="list-style-type: none"> <li>There are benefits to trading goods and services with other countries.</li> </ul>   | <ul style="list-style-type: none"> <li>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation</li> </ul>  | <ul style="list-style-type: none"> <li>The global economy is the system of trade and industry across the world that has emerged due to globalization.</li> <li>Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital.</li> <li>Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries.</li> <li>Economic interdependence is impacted by increased specialization and trade.</li> </ul> |
| <p><i>History, Culture, and Perspectives: Continuity and Change</i><br/>           Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other</p>   |  |   |

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factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

| <b>By the end of grade 2</b>  | <b>By the end of grade 5</b>   | <b>By the end of grade 8</b>   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Historical timelines put events in chronological order to help people understand the past.</li> <li>• Understanding the past helps to make sense of the present</li> </ul> | <ul style="list-style-type: none"> <li>• Chronological sequencing helps us track events over time.</li> <li>• Interactions of people and events throughout history have shaped the world we experience today.</li> </ul> | <ul style="list-style-type: none"> <li>• Chronological sequencing helps us understand the interrelationship of historical events.</li> <li>• Political, economic, social, and cultural factors both change and stay the same over time.</li> <li>• Historical events may have single, multiple, and direct and indirect causes and effects.</li> <li>• Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> </ul> |

*History, Culture, and Perspectives: Understanding Perspectives*

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

| <b>By the end of grade 2</b>   | <b>By the end of grade 5</b>  | <b>By the end of grade 8</b>   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Two or more individuals can have a different understanding of the same event.</li> <li>• Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures</li> </ul> | <ul style="list-style-type: none"> <li>• Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</li> <li>• Events may be viewed differently based on one's perspective.</li> <li>• Historical records are shaped by the society that the creator lived in.</li> </ul> | <ul style="list-style-type: none"> <li>• An individual's perspective is impacted by one's background and experiences.</li> <li>• Perspectives change over time.</li> <li>• Historical contexts and events shaped and continue to shape people's perspectives.</li> <li>• The perspectives of people in the present shape interpretations of the past.</li> </ul> |

*History, Culture, and Perspectives: Historical Sourcing and Evidence*

Historical sourcing and evidence is based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers

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in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

| By the end of grade 2  | By the end of grade 5  | By the end of grade 8  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• The nature of history involves stories of the past preserved in a variety of sources.</li> <li>• Historians analyze accounts of history through a variety of sources, including differing accounts of the same event</li> </ul> | <ul style="list-style-type: none"> <li>• There are a variety of sources that help us understand the past.</li> <li>• Our understanding of the past deepens through analysis of a wide variety of primary and</li> <li>• secondary sources</li> </ul> | <ul style="list-style-type: none"> <li>• Historical sourcing and evidence are based on a review of materials and sources from the past.</li> <li>• Examining historical sources may answer questions but may also lead to more questions.</li> <li>• Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.</li> </ul> |

*History, Culture, and Perspectives: Claims and Argumentation*

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly.

Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

| By the end of grade 2   | By the end of grade 5   | By the end of grade 8   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Historians create arguments outlining ideas or explanations based on evidence</li> </ul> | <ul style="list-style-type: none"> <li>• Historians use evidence from multiple sources to support their claims and arguments about the past.</li> </ul> | <ul style="list-style-type: none"> <li>• Historians analyze claims within sources for perspective and validity.</li> <li>• Historians develop arguments using evidence from multiple relevant historical sources</li> </ul> |

**4th Grade Social Studies Curriculum****Social Studies Practices**

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

| Practice                                  | Description   |
|---|---|
| Developing Questions and Planning Inquiry | Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.   |
| Gathering and Evaluating Sources          | Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world  |
| Seeking Diverse Perspectives              | Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends. |
| Developing Claims and Using Evidence      | Developing claims requires careful consideration of evidence, logical organization of information,  |

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|  |   |
|--|---|
|  | self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights   |
| Presenting Arguments and Explanations                  | Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry  |
| Engaging in Civil Discourse and Critiquing Conclusions | Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus |
| Taking Informed Action                                 | After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.   |