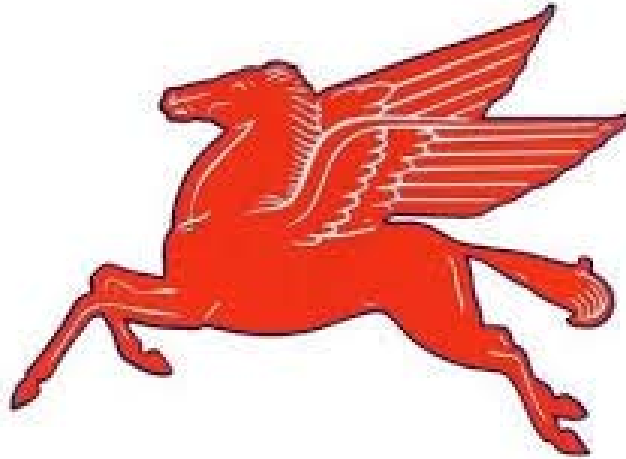


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Social Studies Grade 4

UPDATED AUGUST 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

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Paulsboro Public Schools

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21st Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Educational Goals (Taken From NJCCCS)

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.

6.2 World History/Global Studies - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

6.3 Active Citizenship in the 21st Century- 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.

Four strands frame the content within each standard:

- (A) Civics, Government, and Human Rights
- (B) Geography, People, and the Environment
- (C) Economics, Innovation, and Technology
- (D) History, Culture, and Perspectives

New Jersey State Department of Education

21st Century College and Career Readiness Standards

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

Scope and Sequence

Social Studies Grade 4 - Quarter 1

Big Idea: Meeting of Two Old Worlds

I. Native Americans (suggested pacing 20 days)

- A. Culture** - Identify influences of Lenape culture, religious beliefs, and the importance of the cycle of the seasons.
- B. Time, Continuity, and Change-** Explore changes in human interactions and natural resources used in New Jersey.
- C. People, Places, and Environment** - Discover impacts of Lenape housing and settlements in New Jersey; two groups living in northwestern New Jersey (Munsee) or central and southern New Jersey (Unami).
- D. Individual Development and Identity** - Explore the struggles with maintaining self- identity and assimilating to colonial life culture.
- E. Individuals, Groups, and Institutions** - Explain relationships of family members and housing for productivity and survival.
- F. Power, Authority, and Governance** -Understand how spirits, not people controlled their world.
- G. Production, Distribution, and Consumption** - Identify how Lenape people used natural resources for fishing and farming.
- H. Science, Technology, and Society-** Learning through observations and oral tradition was important for Lenape people.
- I. Global Connections** - Identify government relationships with Native Americans today.
- J. Civic Ideals and Practices** - Ceremonies and rituals involved natural resources. Spiritual beliefs were important to their way of life.
- K. Geography** - Evaluate the uses of renewable and nonrenewable resources. Analyze the impacts of where and how people live.

Big Idea: Meeting of Two Old Worlds

II. Exploration (suggested pacing 20 days)

- A. Culture** - Identify new ideas learned and items traded between explorers and Native Americans.
- B. Time, Continuity, and Change-**Identify similarities and differences for each explorer's voyage and their perspectives on exploration.
- C. People, Places, and Environment-** Use maps to outline routes taken during exploration.
- D. Individual Development and Identity** -Determine the impacts and conflicts faced by explorers.
- E. Individuals, Groups, and Institutions** - Identify ways in which explorers and passengers survived the long voyages and took steps to return back home.
- F. Power, Authority, and Governance-** Consider the causes and effects of laying claim to Native American land. Understand the events that led to slave trade.
- G. Production, Distribution, and Consumption-** Cite evidence to show how European explorers spread religious ideologies and why.
- H. Science, Technology, and Society-** Explore ways in which devices, such as a compass rose, or a sun dial assisted explorers on their journey.
- I. Global Connections-** Explore undiscovered and uninhabited places on Earth.
- J. Civic Ideals and Practices** - Explain how exploration contributed to the spread of European culture and religion in New Jersey.
- K. Geography** - Analyze how key features on maps and globes can help people navigate.

Scope and Sequence

Social Studies Grade 4 – Quarter 2

Big Idea: New Century, New Challenges

I. Colonial NJ (suggested pacing 20 days)

- A. Culture** - Explain how exploration contributed to the spread of European culture and religion in New Jersey.
- B. Time, Continuity, and Change**- Exploration led to the creation of a governor and later colonial settlements.
- C. People, Places, and Environment**- Duties and responsibilities of the colonists (men, women, and children)
- D. Individual Development and Identity** - Social and political interactions support the development of identity.
- E. Individuals, Groups, and Institutions** - Diverse groups continued and maintained original religion and culture. Education was important.
- F. Power, Authority, and Governance**- Development and growth of the colonies (Dutch West India Company) and leaders of early settlements were important.
- G. Production, Distribution, and Consumption**- Farming, trading, and manufacturing were important with the emergence of iron, sawmill, glass and fishing industries. Tools and weapons were traded with other colonies and countries.
- H. Science, Technology, and Society**- Differences in tools of agriculture posed survival challenges.
- I. Global Connections**-Compare and contrast colonial New Jersey settlements with regional and global settlements.
- J. Civic Ideals and Practices** - Evaluate the diversity of ideas and beliefs of Native Americans, New Netherlanders, English/Dutch, and Quakers.
- K. Geography** - Compare and contrast landforms, climate, and weather in various environments.

Big Idea New Century, New Challenges

II. American Revolution (suggested pacing 20 days)

- A. Culture** - Important events led to diverse populations and heritage.
- B. Time, Continuity, and Change** - The development of the United States came from the American Revolution.
- C. People, Places, and Environment**- Important battles in the American Revolution include: Battle of Trenton, Princeton, and Monmouth.
- D. Individual Development and Identity** -Social and political interactions support the development of identity.
- E. Individuals, Groups, and Institutions** - Points of view of Patriots, Loyalists, and Quakers.
- F. Power, Authority, and Governance**- Barriers, conflicts and beliefs of the 13 colonies and British Government. Leaders in the American Revolution (King George III, William Livingston, George Washington, Thomas Jefferson, and Benjamin Franklin).
- G. Production, Distribution, and Consumption**- Impact of causes leading to the American Revolution (Sugar, Stamp, Quartering, Townshend Acts, Boston Massacre, Boston Tea Party, and Intolerable Act).
- H. Science, Technology, and Society**- Differences in tools of warfare posed challenges.
- I. Global Connections**- The Constitution is the law that people abide by today and contributes to our American democracy.
- J. Civic Ideals and Practices** - Continental Congress and the development of Historical Documents (Declaration of Independence, Bill of Rights, and the United States Constitution)
- K. Geography** - Synthesize the relationship between near and far locations on Earth: countries, states, bodies of water.

Scope and Sequence

Social Studies Grade 4 – Quarter 3

Big Idea: Building a Nation

I. Slavery to Civil Rights (suggested pacing 20 days)

- A. Culture** – Evaluate the impact of involuntary immigration on America’s growth.
- B. Time, Continuity, and Change** – Some Americans fought to end slavery during the Civil War and abolitionists fought to keep it.
- C. People, Places, and Environment** – Historical characters contributed to the national heritage.
- D. Individual Development and Identity** - Prejudice can lead to conflict and violation of rights.
- E. Individuals, Groups, and Institutions** - Actions and the impact of civil rights leaders; impact of the underground railroad.
- F. Power, Authority, and Governance** – Fairness and equality influence change in government.
- G. Production, Distribution, and Consumption** – New Jersey factories and farms supplied the war effort.
- H. Science, Technology, and Society** – Effects of slavery on agriculture, farming and early industry.
- I. Global Connections** – The residual effects of slavery as evidenced in subgroups; awareness of modern slavery.
- J. Civic Ideals and Practices** - Segregation and social change; Emancipation Proclamation.
- K. Geography** - Location and spatial relationships of places on Earth (countries, states, bodies of water) as pertaining to slavery routes; interpreting political and population maps.

Big Idea: Building a Nation

II. Industry & Innovation (suggested pacing 20 days)

- A. Culture** – Role of creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- B. Time, Continuity, and Change** – New Jersey is a state with a legacy for innovation that continues to promote industry, social and technological change.
- C. People, Places, and Environment** – Impact of ideas, inventions, and other contributions of prominent New Jerseyans.
- D. Individual Development and Identity** - Determine the qualities of entrepreneurs.
- E. Individuals, Groups, and Institutions** - Labor unions were formed to win better pay and better working conditions.
- F. Power, Authority, and Governance** – Industry and innovations promoted positive societal change.
- G. Production, Distribution, and Consumption** – Development of different transportation systems impacted the economics of New Jersey and the United States.
- H. Science, Technology, and Society** – Role of science and technology in the transition from an agricultural society to an industrial society and then to the information age.
- I. Global Connections** – Development of communication systems led to increased collaboration and the spread of ideas through the United States and the world.
- J. Civic Ideals and Practices** – Maintaining a balance between rights and responsibilities in industry.
- K. Geography** – Transportation and thematic maps in relation to New Jersey and regional industries.

Scope and Sequence

Social Studies Grade 4 - Quarter 3

Big Idea: Building A Nation

III. Immigration & Reform (suggested pacing 20 days)

- A. Culture** - An individual's beliefs, values, and traditions may reflect multiple cultures.
- B. Time, Continuity, and Change** - The American identity evolved over time.
- C. People, Places, and Environment** - Living and working conditions for immigrants differ in the present vs. the past.
- D. Individual Development and Identity** - Process by which immigrants become United States citizens; hardships, challenges and obstacles of immigration.
- E. Individuals, Groups, and Institutions** - Groups immigrated voluntarily and involuntarily to New Jersey and America and faced challenges, which impacted America's growth as a nation.
- F. Power, Authority, and Governance** - Fairness, equality, and the common good have influenced change in the United States government; violations of rights.
- G. Production, Distribution, and Consumption** - Contributions to the American way of life made by immigrants in the areas of government, industry, entertainment, art and literature.
- H. Science, Technology, and Society** - People from diverse cultures collaborate to find solutions to community, state, national and global challenges.
- I. Global Connections** - Differences between governments, languages, customs and laws between the United States and country of origin; present implications of illegal immigrants.
- J. Civic Ideals and Practices** - National and international leaders, businesses, and global organizations promote human rights and aid to individuals and nations in need.
- K. Geography** - Location and spatial relationships of places on Earth (countries, states, bodies of water) as pertaining to immigration routes; interpreting political and population maps.

Scope and Sequence

Social Studies Grade 4 - Quarter 4

Big Idea: New Jersey Today

I. Economics (suggested pacing 20 days)

- A. Culture** - Resources affect people differently.
- B. Time, Continuity, and Change** - Importance in setting long-term financial goals.
- C. People, Places, and Environment** - Compare New Jersey regions in terms of economic opportunities; use maps to explain how location aids interdependence.
- D. Individual Development and Identity** - Determine the qualities of entrepreneurs.
- E. Individuals, Groups, and Institutions** - Opportunity cost is used to evaluate individuals' decisions.
- F. Power, Authority, and Governance** - Supply and demand affect price and product output.
- G. Production, Distribution, and Consumption** - Incentives vary between producers and consumers.
- H. Science, Technology, and Society** - Determine technology's role in change.
- I. Global Connections** - The availability of goods and services as influenced by the global market and government.
- J. Civic Ideals and Practices** - Acquire historical and contemporary understanding of the basic economic freedoms and rights of citizens in a democracy.
- K. Geography** - Renewable and nonrenewable resources in regions of New Jersey and the United States; landform maps.

Big Idea: New Jersey Today

II. Government (suggested pacing 20 days) * Government Unit should be taught in Quarter 1 during an election year.

- A. Culture** - New Jersey is divided into 21 counties, each with a diverse population, recreation, tourism and traditions.
- B. Time, Continuity, and Change** - Determine the reasons why local and state communities have changed over time; explain the process of creating change at the local, state and national level.
- C. People, Places, and Environment** - Rules and laws created by community, state and national governments protect the rights of people, resolve conflicts and promote common good.
- D. Individual Development and Identity** - Citizens have certain rights and responsibilities.
- E. Individuals, Groups, and Institutions** - Democracy is a form of government that represents the people, protects rights and helps determine the common good.
- F. Power, Authority, and Governance** - Roles and Responsibilities of the three branches of the national government (executive, legislative, and judicial); checks and balances of power in the United States.
- G. Production, Distribution, and Consumption** - Regulation of goods and services (corporations, healthcare, small businesses).
- H. Science, Technology, and Society** - Identify ways in which media impacted United States democracy.
- I. Global Connections** - Compare and contrast a democracy government with other forms of government (i.e. anarchy, communism, dictatorship).
- J. Civic Ideals and Practices** - Fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy.
- K. Geography** - Characteristics and major cities of the 4 regions of New Jersey.

Social Studies – Quarter I
Big Idea: Meeting of Two Worlds
Topic: Native Americans

| Standards: | GOAL | |
|--|---|---|
| <p><u>6.1.4.B.2</u> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p><u>6.1.4.B.8</u> Compare ways people choose to use and divide natural resources.</p> <p><u>6.1.4.D.1</u> Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p><u>6.1.4.D.2</u> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p><u>6.1.4.D.3</u> Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p> <p><u>6.1.4.D.4</u> Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p><u>6.1.4.D.9</u> Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> | <p>Goal 1: Identify how differences in traditions and heritage enforce the need for cultural awareness and building tolerance.</p> | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • How do people use resources in their environment to improve their lives? • Identify what causes people to migrate to new lands. • What conflicts arise with arrival of new groups of people? • Why is viewing the Europeans as “explorers of new land” a misconception? • Whose story are we exploring and is it the correct one? | <ol style="list-style-type: none"> 1. Pearson My World Social Studies: New Jersey: Pages 28-38 2. Macmillan/McGraw-Hill Our New Jersey: Pages 58-74 3. Amistad Interactive Textbook: http://www.njamistadcurriculum.com/ |
| | Enduring Understanding | <ol style="list-style-type: none"> 1. <u>Explorer’s and Native Americans: Perspectives and Transliteracy</u> http://barrowmediacenter.com/2013/09/18/explorers-and-native-americans-perspective-transliteracy-with-4th-grade/ 2. <u>Lenape Life Ways</u> http://www.lenapelifeways.org/lenape1.htm 3. <u>Penn Treaty Museum: Lenni Lenape</u> http://www.penntreatymuseum.org/americans.php 4. <u>New Jersey’s History</u> http://www.state.nj.us/state/historykids/NJHistoryKids.htm |
| | <ul style="list-style-type: none"> • People leave their homelands and resettle elsewhere for many reasons. • When groups settle in an area, they bring new ideas and ways of life. • The arrival of new groups to an area can lead to conflict. • Areas of settlements and culture were changed by European colonization. • Timelines help discover dates, people, places, and can organize key information easily. <p>Maps offer a visual representation of where people settled.</p> | |

Social Studies - Quarter I
Big Idea: Meeting of Two Worlds
Topic: Native Americans

| | Enduring Understanding (Continued) | Instructional Tools/Learning Activities/Resources/Assessments (Continued) |
|---|---|---|
| <p><u>6.1.4.D.10</u> Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p><u>6.1.4.D.11</u> Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><u>6.1.4.D.12</u> Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p><u>6.1.4.D.13</u> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><u>6.1.4.D.15</u> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> | | <p><u>5. Explorers</u> http://www.socialstudiesforkids.com/subjects/explorers.htm</p> <p><u>6. Native American Interactive Websites:</u> http://interactivesites.weebly.com/native-americans.html</p> |

Social Studies – Quarter I
Big Idea: Meeting of Two Worlds
Topic: Exploration

| | | |
|--|--|--|
| <p>Standards:</p> <p><u>6.1.4.D.10</u> Describe how the influence of Native American groups, including the Lenape culture, is manifested in different regions of New Jersey.</p> <p><u>6.1.4.D.11</u> Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p><u>6.1.4.D.12</u> Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p> <p><u>6.1.4.D.13</u> Describe how culture is expressed through and influenced by the behavior of people.</p> <p><u>6.1.4.D.15</u> Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> | GOAL | |
| | Goal 2: Explain the difference between folklore and history, and how this contributes to our views of historical events. | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • Why is viewing the Europeans as explorers of new land” a misconception? • Whose story are we exploring and is it the correct one? | <ol style="list-style-type: none"> 1. <u>Lenape Indian Village</u> http://www.state.nj.us/state/historykids/NJHistoryKids.htm 2. <u>Christopher Columbus</u> http://www.history.com/topics/exploration/christopher-columbus/videos http://www.britannica.com/EBchecked/topic/127070/Christopher-Columbus 3. <u>Henry Hudson</u> http://www.history.com/topics/henry-hudson/videos 4. <u>John Cabot</u> http://www.britannica.com/EBchecked/topic/87681/John-Cabot 5. <u>Giovanni de Verrazano</u> http://www.britannica.com/EBchecked/topic/626406/Giovanni-da-Verrazano |
| | Enduring Understanding | <ul style="list-style-type: none"> • Timelines help discover dates, people, places, and can organize key information easily. • Maps offer a visual representation of where people settled. |

Social Studies – Quarter II
Big Idea: New Century, New Challenges
Topic: Colonial NJ

| Standards: | GOAL | |
|--|---|--|
| <p><u>6.1.4.B.2</u> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p><u>6.1.4.B.8</u> Compare ways people choose to use and divide natural resources.</p> <p><u>6.1.4.D.1</u> Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p><u>6.1.4.D.2</u> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p><u>6.1.4.D.3</u> Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p> <p><u>6.1.4.D.4</u> Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p><u>6.1.4.D.6</u> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> | <p>Goal 3: Recognize the significance of key historical events, documents, and individuals that led to the development of our nation.</p> | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • What causes people to migrate to new lands? • What different perspectives were held regarding claim to land? • How were colonies controlled? | <p><u>American Revolution Timeline of Events (Reenactments)</u> http://www.havefunwithhistory.com/HistorySubjects/AmericanRevolution.html</p> <p><u>Revolutionary War (Reenactments)</u> http://musicandpoetryoftheamerrevo.wordpress.com/revolutionary-war- videos/</p> <p><u>French and Indian War</u> http://www.socialstudiesforkids.com/articles/ushistory/frenchandindianwar1.htm</p> <p><u>Colonial House</u> http://www.pbs.org/wnet/colonialhouse/index.html</p> <p><u>Thirteen Colonies Interactive Map</u> http://mrmussbaum.com/13colonies1/13.swf</p> |
| | Enduring Understanding | |
| | <ul style="list-style-type: none"> • Various groups of people left their homes in Europe to escape religious persecution. • The geography and climate of each colonial region play a major role in the different colonial lifestyles. • European control of colonies led to conflict and a fight for independence. | |

Social Studies - Quarter II
Big Idea: Geography, People, & The Environment
Topic: Geography

| Standards (Continued) | Enduring Understanding (Continued) | Instructional Tools/Learning Activities/Resources/Assessments (Continued) |
|---|------------------------------------|---|
| <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> | | <p><u>Colonial Town Center: Examples of Artifacts</u> http://mrnussbaum.com/flash/colonial2.swf</p> <p><u>First English Colony in America</u> http://www.ballard-tighe.com/eaweb/InteractiveOnline/activities/ea3_1.swf</p> <p><u>Help Pilgrims Build a Village in New England</u> http://www.ballard-tighe.com/eaweb/InteractiveOnline/activities/ea3_2.swf</p> <p><u>Interactive Map</u> http://mrnussbaum.com/amrevolution/newrev.sw</p> <p><u>Patriot Spy Game</u> http://www.nps.gov/webrangers/activities/patriot/patriotspy.swf</p> <p><u>Interactive Timeline</u> http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/ar_1.swf</p> <p><u>Museum of the American Revolution: Timeline with Artifacts</u></p> |

Social Studies - Quarter II

Big Idea: New Century, New Challenges

Topic: Colonial NJ

| | | |
|---|--|--|
| <p>Standards:</p> <p><u>6.1.4.B.2</u> Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p><u>6.1.4.B.8</u> Compare ways people choose to use and divide natural resources.</p> <p><u>6.1.4.D.1</u> Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p><u>6.1.4.D.2</u> Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p><u>6.1.4.D.3</u> Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p> <p><u>6.1.4.D.4</u> Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p><u>6.1.4.D.6</u> Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> | GOAL | |
| | <p>Goal 4: Recognize the significance of key historical events, documents, and individuals that led to the development of our nation.</p> | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • Who supported the American Revolution and why? Who opposed it and why? • How were the ideas of “Liberty and Freedom” different for White Americans compared with those of Black Americans and American Indians? | <p><u>American Revolution Timeline of Events (Reenactments)</u> http://www.havefunwithhistory.com/HistorySubjects/AmericanRevolution.html</p> <p><u>Revolutionary War (Reenactments)</u> http://musicandpoetryoftheamerrevo.wordpress.com/revolutionary-war- videos/</p> <p><u>French and Indian War</u> http://www.socialstudiesforkids.com/articles/us history/frenchandindianwar1.htm</p> <p><u>Colonial House</u> http://www.pbs.org/wnet/colonialhouse/index.html</p> <p><u>Thirteen Colonies Interactive Map</u> http://mrunussbaum.com/13colonies1/13.swf</p> |
| Enduring Understanding | | |
| <ul style="list-style-type: none"> • The roots of American nationalism emerged in the 18th century. • Primary source documents are original and serve as an impartial voice of history. | | |

Social Studies - Quarter III

Big Idea: Building a Nation

Topic: Slavery to civil Rights

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|---|---|---|
| <p>Standards:</p> <p><u>6.1.4.A.9</u> Compare and contrast responses, past and present, to violations of rights.</p> <p><u>6.1.4.D.3</u> Evaluate the impact of immigration on America’s growth.</p> <p><u>6.1.4.D.9</u> Explain the impact of trans-Atlantic slavery on NJ, the nation, and individuals.</p> <p><u>6.1.4.A.3</u> Determine how “fairness” and “equality” influenced change in U.S. government.</p> <p><u>6.1.4.D.12</u> Explain how historical characters contributed to the national heritage.</p> <p><u>6.1.4.D.16</u> Describe how prejudice can lead to conflict.</p> <p><u>6.1.4.A.11</u> Explain how individual rights and the common good depend on citizens exercising their civic responsibilities.</p> <p><u>6.1.4.A.16</u> Explore how leaders, businesses, and global organizations promote human rights and provide aid.</p> <p><u>6.1.4.A.9</u> Compare and contrast responses, past and present, to violations of rights.</p> <p><u>6.1.4.A.10</u> Describe how Dr. Martin Luther King, Jr., and other civil rights leaders caused social change and inspired activism in later generations.</p> | GOAL | |
| | <p>Goal 5: Identify different groups of people who do not have equal rights and freedoms and the humanitarian motives of the people who work to bring about change.</p> | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • What is equality? Why is it worth fighting for? • How did the concept of race come about? How and why are people or groups of people in a society treated differently based on race? • Why were African Americans more desirable as slaves than indentured servants or Native Americans? • What tactics and strategies did the leaders of the abolitionist movement use to promote their cause? • What types of support systems were in place for freed slaves in the United States? • Why/how do discrimination, prejudice and racism arise and how can they be eliminated to create a nation of equality and justice for all? • How do slave narratives compare and contrast with other works written about slavery from a non-slave perspective? | <p><u>Teaching With Documents: The Amistad</u> http://www.archives.gov/education/lessons/amistad/</p> <p><u>Slavery and the Making of America</u> http://www.pbs.org/wnet/slavery/</p> <p><u>Harriet Tubman Web Hunt: Leading the Way to Freedom</u> http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm</p> <p><u>Compare Two Worlds: North vs. South 1861</u> http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm</p> <p><u>The Underground Railroad Teacher’s Guide</u> http://www.scholastic.com/teachers/lesson-plan/teacher-activity-guide-underground-railroad</p> <p><u>Collection of Slave Narratives</u> http://memory.loc.gov/ammem/snhtml/snhome.html</p> |

Social Studies - Quarter III

Big Idea: Building a Nation

Topic: Slavery to civil Rights

| Standards (Continued) | Enduring Understanding (Continued) | Instructional Tools/Learning Activities/Resources/Assessments (Continued) |
|---|---|---|
| <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> | <ul style="list-style-type: none"> • Slavery was an institution that began as a source of labor. • There was a belief that the white race was superior and that belief fed the longevity of slavery. • The identification of the many injustices that the slaves endured leads to a better understanding of slavery. • The movement to permanently end slavery forever changed history in the United States. • Jim Crow laws were late-19th-century statutes passed by the legislatures of the Southern States that created a racial caste system in the American South. | <p><u>Civil War Map</u> http://mrnussbaum.com/flash/newciv.swf</p> <p><u>Civil War to Civil Rights Timeline</u> http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/civil-rights-timeline</p> <p><u>Interactive Maps: The Civil War</u> http://teachingamericanhistory.org/static/neh/interactives/civilwar/lesson1/civil_war.swf</p> <p><u>Civil War Soldiers</u> http://www.nps.gov/webrangers/activities/civilwar/civilwar.swf</p> <p><u>Harriet Tubman</u> http://www.professorgarfield.org/KBKids/video/kbs3076.swf</p> |

Social Studies - Quarter III

Big Idea: Building a Nation

Topic: Industry and Innovation

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| <p>Standards:</p> <p><u>6.1.4.C.12</u> Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans.</p> <p><u>6.1.4.C.13</u> Determine the qualities of entrepreneurs.</p> <p><u>6.1.4.C.16</u> Explain how innovation resulted in scientific achievement and inventions.</p> <p><u>6.1.4.C.18</u> Explain how communications systems led to increased collaboration and the spread of ideas.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> | GOAL | |
| | <p>Goal 6: Recognize the significance of key historical events, documents, and individuals that led to the development of our nation.</p> | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • How does economic growth provide opportunity? • What drives the need for an invention or innovation? • How do inventions and innovations affect society and the environment? • Why are inventions and innovations important in the future? • How does technological change influence people’s lives? Society? • What social, political, and economic opportunities and problems arise from changes in technology? | <p>BrainPOP: Leonardo Da Vinci http://www.brainpop.com/science/famouscientists/leonardodavinci/preview.weml</p> <p>BrainPOP: Benjamin Franklin http://www.brainpop.com/science/energy/benjaminfranklin/preview.weml</p> <p>BrainPOP: Thomas Edison http://www.brainpop.com/technology/scienceandindustry/thomasedison/preview.weml</p> <p>Ellen Show: Children Inventors Today http://www.ellentv.com/tags/KidInventors/</p> <p>BBC Inventions Classroom Resources http://www.bbc.co.uk/education/topics/z9gcwmn/resources/2</p> <p>iTunes: Lets Get Inventing http://younginventors.tv/</p> |
| Enduring Understanding | <ul style="list-style-type: none"> • New Jersey has played an important role in the technological innovations that have fostered economic change. • Advancements in science and technology can have unintended consequences. • Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products. | |

Social Studies - Quarter III

Big Idea: Building a Nation

Topic: Immigration and Reform

| | | |
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| <p>Standards:</p> <p><u>6.1.4.A.13</u> Describe the process by which immigrants become United States citizens.</p> <p><u>6.1.4.A.14</u> Describe how the world is divided into many nations that have their own government, languages, customs, and laws.</p> <p><u>6.1.4.A.15</u> Explain why it is important that people from diverse cultures collaborate to find solutions to challenges.</p> <p><u>6.1.4.D.2</u> Summarize reasons why groups immigrated to NJ and America; describe challenges they encountered.</p> <p><u>6.1.4.D.14</u> Trace how the American identity evolved over time.</p> <p><u>6.1.4.D.18</u> Explain how an individual's beliefs, values, and traditions may reflect multiple cultures.</p> <p><u>6.1.4.D.19</u> Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p><u>6.1.4.D.20</u> Describe why it is important to understand the perspectives of other cultures.</p> <p><u>6.1.4.B.6</u> Compare and contrast characteristics of U.S. regions based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> | GOAL | |
| | <p>Goal 7: Build relationships that have greater empathy and perspective on different points of views, culture and traditions.</p> | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • How does economic growth provide opportunity? • Why do people leave their homelands and move to new places? • How do immigrants deal with the opportunities and challenges presented by their new country? • How do immigrants contribute to a nation's identity? • How does immigration create and change communities... and ultimately the nation? • Do people migrate today for the same reasons as in the past? • Is America still a land of opportunity for immigrants? | <p><u>Immigration: Historical Timeline</u> http://teacher.scholastic.com/activities/immigration/</p> <p><u>Virtual Field Trip to Ellis Island</u> http://teacher.scholastic.com/activities/immigration/webcast.htm</p> <p><u>Meet Young Immigrants</u> http://teacher.scholastic.com/activities/immigration/young_immigrants/</p> <p>Explore Immigration Data http://teacher.scholastic.com/activities/immigration/immigration_data/</p> <p><u>Interactive: Coming to America</u> http://www.professorgarfield.org/KBKids/video/kbs3342.swf</p> <p><u>Interactive: Tour of Ellis Island</u> http://www-tc.pbs.org/wnet/newwork/laic/episode4/topic2/ellis.swf</p> |
| | Enduring Understanding | |
| <ul style="list-style-type: none"> • People move to new lands for many reasons. • Many factors influence where immigrants will live in the new lands. | | |

Social Studies – Quarter III

Big Idea: Building a Nation

Topic: Immigration and Reform

| Standards (Continued) | Enduring Understanding (Continued) | Instructional Tools/Learning Activities/Resources/Assessments (Continued) |
|---|---|---|
| <p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change in U.S. government.</p> <p>6.1.4.A.9 Compare and contrast responses, past and present, to violations of rights.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> | <ul style="list-style-type: none"> • Immigrants face challenges in their new surroundings. • Conflicts can arise over immigration. • Immigrants maintain old traditions and develop new traditions. • Immigrants make contributions to their new cultures. • Immigration resulted in an American melting pot. • Segregation and discrimination, prejudice and racism existed in the past amongst immigration communities and still exist today. | <p><u>Interactive: Who Are We? A Blend of Cultures</u> http://www.nps.gov/webrangers/activities/whoarewe/whoarewe.swf?activityID=40&userID=0</p> <p><u>Immigration: Then and Now Lesson Plan</u> http://www.scholastic.com/teachers/lesson-plan/immigration-then-and-now</p> <p><u>Notable Immigrants: Ellis Island Port</u> http://www.ellisland.org/genealogy/ellis_island_fa_mous_arrivals.asp</p> <p><u>Immigration Unit Resources</u> http://schools.nycenet.edu/offices/teachlearn/Immigration_4_final.pdf</p> |

Social Studies – Quarter IV

Big Idea: NJ Today

Topic: Economics

| Standards: | GOAL | |
|---|--|---|
| <p><u>6.1.4.B.2</u> Use maps to explain how location aids interdependence.</p> <p><u>6.1.4.B.6</u> Compare economics and environment of U.S. regions.</p> <p><u>6.1.4.C.1</u> Apply opportunity cost to evaluate individuals’ decisions.</p> <p><u>6.1.4.C.3</u> Explain why incentives vary between producers and consumers.</p> <p><u>6.1.4.C.4</u> Describe how supply and demand affect price and product output.</p> <p><u>6.1.4.C.7</u> Explain how the global market and government influence the availability of goods and services.</p> <p><u>6.1.4.C.9</u> Compare and contrast how resources affect people differently.</p> <p><u>6.1.4.C.11</u> Recognize the importance of setting long-term financial goals.</p> <p><u>6.1.4.C.13</u> Determine the qualities of entrepreneurs.</p> <p><u>6.1.4.C.14</u> Compare NJ regions in terms of economic opportunities.</p> | <p>Goal 8: Participate successfully in the increasingly knowledge-based and interdependent global economy of the twenty-first century.</p> | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • How has the use of land and resources changed over time and what has the impact been on the environment? • How do people in different places and times make decisions about how to utilize their resources? • How can we balance the need for economic growth and the preservation of a healthy environment? • How do scarcity and choice govern our economic decisions? • How do consumers and producers interact with each other? • Should the government regulate businesses and the economy? • What goods and services should government provide? • How can I use information from maps, globes and other sources of information to understand the national and global economy in the past and make better decisions about the present? | <p><u>The Mint</u> http://www.themint.org/kids/</p> <p><u>The Centsables</u> http://www.centsables.com/</p> <p><u>Rich Kid, Smart Kid</u> http://www.richkidsmartkid.com/grownUps.html</p> <p><u>A Kid’s Guide to the Federal Reserve</u> http://federalreserveeducation.org/</p> <p><u>Sense and Dollars</u> http://senseanddollars.thinkport.org/</p> <p><u>Practical Money Skills: Financial Literacy</u> http://www.practicalmoneyskills.com/foreducators/</p> |

Social Studies – Quarter IV

Big Idea: NJ Today

Topic: Economics

| Standards (Continued) | Enduring Understanding (Continued) | Instructional Tools/Learning Activities/Resources/Assessments (Continued) |
|--|---|---|
| <p>6.1.4.C.17 Determine technology’s role in change.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> | <ul style="list-style-type: none"> • Economics stimulate the interaction of money within society and thus shape the ideas, choices and actions of people. • People make decisions based on their needs, wants, and availability of resources within an economic system. • New Jersey is rich in natural resources. • The geography of New Jersey facilitated the onset of the Industrial Revolution in the United States and encouraged transportation and trade between ports and urban centers. • New Jersey’s population density and major cities provide economic, environmental, and human challenges for urban planners and state and local governments. • New Jersey is part of a global economic system, which is reflected in the international nature of the products we buy. | <p><u>Teaching Economics With Children’s Literature</u> http://www.choiceliteracy.com/articles-detail-view.php?id=390</p> <p><u>Lesson Plan: How the Economy Works – Grades 3-5</u> http://www.scholastic.com/browse/article.jsp?id=3750575</p> <p><u>What’s That Word? – Economics</u></p> |

Social Studies - Quarter IV
Big Idea: NJ Today
Topic: Economics

| | | |
|---|--|--|
| <p>Standards:</p> <p><u>6.1.4.A.1</u> Explain how laws protect rights, resolve conflicts, and promote the common good.</p> <p><u>6.1.4.A.2</u> Explain how guaranteed rights contribute to U.S. democracy.</p> <p><u>6.1.4.A.7</u> Explain that the U.S. is a representative democracy.</p> <p><u>6.1.4.A.11</u> Explain why citizens should exercise civic responsibilities.</p> <p><u>6.1.4.D.4</u> Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p><u>6.1.4.D.17</u> Explain how historical symbols affect the American identity.</p> <p><u>6.3.4.D.1</u> Identify actions that are unfair and propose solutions.</p> <p><u>6.1.4.A.3</u> Determine how the “common good” has influenced change at local and national levels.</p> <p><u>6.1.4.A.4</u> Explain how the Constitution defines and limits government power and organization.</p> <p><u>6.1.4.A.5</u> Distinguish the roles and responsibilities of the branches of the national government.</p> | GOAL | |
| | <p>Goal 9: Become active and productive citizens of their town, state, country and world by communicating thoughts and ideas with others.</p> | |
| | Essential Questions | Instructional Tools/Learning Activities/Resources/Assessments |
| | <ul style="list-style-type: none"> • Why do we have rules and laws? • To what extent should society control individuals? • How do governments balance the rights of individuals with the common good? • What should be the goals and responsibilities of government? • How are the United States and New Jersey Governments organized and how do they communicate? • How does the Constitution protect individual rights and limit the power of the government? • What is freedom and is everyone entitled to it? | <ol style="list-style-type: none"> 1. <u>United States of America Government</u> http://www.usa.gov/ 2. <u>Our Government: The White House</u> http://www.whitehouse.gov/our-government 3. <u>Government for Kids</u> http://kids.usa.gov/government/ 4. <u>Ben’s Guide to U.S. Government for Kids</u> http://bensguide.gpo.gov/ 5. <u>Interactive U.S. Constitution</u> http://mrnuussbaum.com/flash/const.swf 6. <u>Three Branches</u> http://mrnuussbaum.com/flash/government.swf 7. <u>Congress for Kids</u> http://www.congressforkids.net/ |
| | Enduring Understanding | |
| <ul style="list-style-type: none"> • Governments exist to provide order and services to a nation. | | |

Social Studies – Quarter IV

Big Idea: NJ Today

Topic: Economics

| Standards (Continued) | Enduring Understanding (Continued) | Instructional Tools/Learning Activities/Resources/Assessments (Continued) |
|--|---|---|
| <p>6.1.4.A.6 Explain how national and state governments share power.</p> <p>6.1.4.A.8 Compare and contrast how government functions at different levels.</p> <p>6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and the reasons for this change.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> • CRP2 • CRP4 • CRP6 • CRP7 • CRP11 • CRP12 <p><u>English/Language Arts Standards</u></p> | <ul style="list-style-type: none"> • People create governments to help control conflict and maintain order. • Each government has its own unique power and structure. • Forms of government can change over time. • Conflict can change the way citizens act in a government. • A written constitution sets forth the terms and limits of a government’s power. • A democracy is a form of government that represents the people, protects rights, and helps determine the common good. • Different political systems vary in their tolerance and encouragement of innovation and change | <p><u>BrainPOP for Educators: Local and State Governments</u> http://www.brainpop.com/educators/community/bp-jr-topic/local-and-state-governments/</p> <p><u>New Jersey Constitution</u> http://www.njleg.state.nj.us/lawsconstitution/constitution.asp</p> |

Social Studies - Grade 4
COURSE BENCHMARKS

1. Recognize how to become responsible and active citizens in the community, understand the importance of rules used in the community, family, school, and classroom.
2. Appreciate similarities and differences in individuals, families and groups and understand that tolerance and cooperation are essential for a community's success.
3. Deepen the understanding of the local and larger communities that we belong to. Utilize knowledge of map and globe skills to help identify and describe geographic locations and landforms.
4. Recognize and appreciate similarities and differences in individuals, families and groups. Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today.
5. Appreciate the natural resources of our planet and learn how to protect and preserve them. Recognize and list Earth's Natural Resources.
6. Determine the difference between needs and wants and how families satisfy needs and wants. Define what a resource is and what resources we have in our families, classroom, and communities.
7. Realize that technology and innovation are ever changing and forward moving and have a dramatic impact on our world.
8. Understand United States history and the position that our nation holds in the world. Discuss how past and present interactions of people, cultures, and the environment shape American heritages.
9. Recognize the importance of understanding and respecting other cultures and perspectives.