



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Social Studies
Grade 4

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Social Studies Grade 4 The History of New Jersey

Course Description:

In this course, fourth grade students will learn about the geography, history, economy, and people of New Jersey, as they relate to the United States and the world. Studies will include the 5 themes of geography. Students will study geography including the surface area of New Jersey and the ways people use New Jersey's natural resources.

Lessons will include the early settlement of New Jersey, how it was originally divided into two colonies, and why the colonies wanted independence from Britain. Studies will include New Jersey's role in the American Revolution, the formation of the American government and writing of the Constitution. Students will discover how new forms of transportation changed this state.

This course will primarily focus on New Jersey's role in the Civil War and the changes the United States experienced during and after this war. Students will discover how New Jersey's population grew and changed after the war, as well as how the rights of New Jersey citizens changed. Furthermore, this course will address the governing relationship between local, state, and national governments, thus becoming familiar with the ways the national and New Jersey's economies work. Students will learn ways citizens demonstrate responsibilities and the culturally diverse people that make up the state of New Jersey.

Suggested Course Sequence:

Geography Review

Unit 1: New Jersey's Land and Early People - 2 weeks

Unit 2: Exploration to Early Statehood - 9 weeks

Unit 3: Progress as a State – 9 weeks – 9 weeks

Unit 4: New Jersey Today – 9 weeks

Supplemented with Time For Kids-Current Events

Unit Overview

Content Area:	Social Studies
Unit Title:	Geography Review – Introduction
Target Course/Grade Level:	4 th grade
Unit Summary:	
<p>Students will learn that 5 themes of geography will help them understand where a place is, what it is like,, how the lives of people shaped this place, how this place is shaped by what people do, how and why people, ideas, and goods move to and from this place, and how this place is like and different from other places.</p>	
21st century themes:	<p>Creativity and Innovation: Think Creatively; Work Creatively With Others Critical Thinking and Problem Solving: Reason effectively; Make Judgments and Decisions Communication and Collaboration: Communicate Clearly; Collaborate with Others</p>

Learning Targets

Standards:	
2009 CCCS: Standard 6: Social Studies, Grades K-4, B. Geography, People, and the Environment	
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.	
CPI#	Cumulative Progress Indicator (CPI)
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	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.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the five themes of geography? • How does learning about Location, Place, Human-Environment Interactions, Movements, and Regions help us understand the world we live in? 	<p>Unit Enduring Understandings</p> <p>Students will be able to identify the five elements of the social sciences as it applies to the study of Geography.</p> <ul style="list-style-type: none"> • Geography themes <ul style="list-style-type: none"> • Location • Place • Human-Environment Interactions • Movement • Regions
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	<ul style="list-style-type: none"> • Landforms and bodies of water • Map features <ul style="list-style-type: none"> • Map title • Political, physical, historical maps • Map key/Legend • Insert map • Locator map • Map or distance scale • Compass rose • Cardinal/Intermediate Directions • Grid system
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Unit Learning Targets
Students will...

- Explain the 5 themes of geography.
- Identify the continents, oceans, hemispheres, equator and prime meridian.
- Recognize different kinds of landforms and bodies of water.
- Explain the functions of different map features.
- Use a grid system to find locations.

Evidence of Learning
Summative Assessment (2-3 weeks for review/projects/testing)

- Lesson quizzes
- Unit tests
- Writing activities
- Unit projects

Equipment Needed: Atlas; Globe; Maps; InterWrite Board;

Teacher Resources: Interactive Atlas; Intermediate Atlas; Audio text CD collection; Discovery Education

Formative Assessments

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|--|---|
| <ul style="list-style-type: none"> • Exit/Admit tickets • Teacher observation • Graphic organizers • Questioning | <ul style="list-style-type: none"> • Discussions • Projects • Group activities |
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Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Introduction	Themes of Geography, Geography Review	5-6 Days
	The Five Themes of Geography	
	Looking at Earth (Oceans, Continents, Hemispheres)	
	Geography Terms: Landforms and Bodies of Water	
	Reading Maps	

Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: Harcourt Social Studies: New Jersey http://www.harcourtschool.com/ss1/HSP_Atlas/norm_hm/world.htm http://www.factmonster.com/atlas/ http://harcourtschool.com/ss1/HSP_GeoGlossary/index.html http://harcourtschool.com/ss1/nj/interactives/Latitude/njg4_u1p17.html http://www.discoveryeducation.com/		

Unit Overview
Content Area: Social Studies

Unit Title: Unit 1: New Jersey's Land and Early People

Target Course/Grade Level: 4th grade

Unit Summary:

This unit will show how people in New Jersey have always been influenced by their environment, as well as how they have affected their environment. Students will study geography including the surface area of New Jersey and the ways people use New Jersey's natural resources. They will also learn about the early people of New Jersey.

21st century themes:	Creativity and Innovation: Think Creatively; Work Creatively With Others; Critical Thinking and Problem Solving: Reason Effectively; Communication and Collaboration: Communicate Clearly; Collaborate with Others Information Literacy: Access and Evaluate Information; ITC-Information, Communications and Technology Literacy: Apply Technology Effectively
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Learning Targets
Standards:
2009 CCCS: Standard 6: Social Studies, Grades K-4, B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

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.

CPI#	Cumulative Progress Indicator (CPI)
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	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.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey.
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do the people of New Jersey and our environment influence and affect each other? • Where is NJ located and what are its natural regions and major cities? • How did NJ's natural regions form, and what are the physical characteristics in each region? • What is the climate of NJ? • What renewable, non-renewable, and people natural resources are found in NJ? • Who were the Native American groups in NJ and how did they live? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Map skills <ul style="list-style-type: none"> ◦ Latitude/Longitude • NJ's location to other states, countries, and bodies of water • Latitude and longitude • Location of cities • Formation and physical characteristics of New Jersey's regions • Natural features • Formation • Physical characteristics • Delaware Water Gap • Major cities and urban sprawl • Climate • Natural resources • Renewable and nonrenewable • Leni Lenape • Culture, beliefs, and values • Products • Chief Oratam • Language • Preservation of their heritage • Legends • Traditional stories expressing beliefs about history, culture, and nature
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<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Describe the natural features of New Jersey. • Identify the main idea and supporting details in expository text. • Explain how the Lenape used legends to explain their world. • Understand how traditional stories express beliefs about history, culture, and the natural world. • Describe New Jersey's location relative to other states, countries, and bodies of water. • Identify New Jersey's natural regions and its major cities. • Use latitude and longitude to describe absolute locations. • Use a map to identify and describe the locations of cities in NJ. • Explain how New Jersey's natural regions were formed over time. • Identify the physical characteristics of New Jersey's natural regions. • Identify the physical characteristics of the Delaware Water Gap. • Describe the geography of the Delaware Water Gap. • Describe New Jersey's climate. • Identify the different kinds of natural resources found in NJ. • Explain the difference between renewable and nonrenewable resources.

- Discuss factors involved in the development of cities and urban sprawl.
- Identify the culture and products of New Jersey's early people.
- Tell how changes in climate affected Native Americans in NJ.
- Describe Lenape culture and discuss how Lenape beliefs and values were handed down over time.
- Explain how Chief Oratam is connected to NJ history.
- Discuss how preserving Lenape heritage connects present events to the past.
- Identify ways that language can be used to present aspects of culture and heritage.

Evidence of Learning

Summative Assessment (2-3 weeks for review/projects/testing)

- Lesson quizzes
- Unit tests
- Writing activities
- Unit projects

Equipment Needed: Atlas; Globe; Maps; InterWrite Board;

Teacher Resources: Interactive Atlas; Intermediate Atlas; Audio text CD collection; Discovery Education

Formative Assessments

- Exit/Admit tickets
- Teacher observation
- Graphic organizers
- Questioning
- Discussions
- Projects
- Group activities

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Preview	Time, Place, People	6 days
1	Where is New Jersey?	6 days
1a	Map Skills: Use Latitude and Longitude	2 days
2	New Jersey's Natural Regions	6 days
2a	Delaware Water Gap	2 days
3	Climate and Resources	7 days
3a	Points of View: Urban Sprawl	2 days
4	The Lenape	7 days
4a	Biography: Chief Oratam	1 day
4b	Citizenship: Preserving Your Heritage	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

http://www.harcourtschool.com/ss1/HSP_Atlas/norm_hm/world.htm

<http://www.factmonster.com/atlas/>

http://harcourtschool.com/ss1/HSP_GeoGlossary/index.html

http://harcourtschool.com/ss1/nj/interactives/Latitude/njg4_u1p17.html

http://harcourtschool.com/ss1/nj/content/nj_ft_gr4.html

http://www.njdigitalhighway.org/resource_center_educ.php

<http://www.state.nj.us/nj/>

Textbook - Harcourt Social Studies: New Jersey; Harcourt School Publishers 2008

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 2: Exploration to Early Statehood
Target Course/Grade Level:	4 th grade
Unit Summary:	
<p>Students will learn about the early settlement of New Jersey, how it was originally divided into two colonies, and why the colonies wanted independence from Britain. Studies will include New Jersey's role in the American Revolution, the formation of the American government and writing of the Constitution. Students will discover how new forms of transportation changed this state.</p>	
21st century themes:	<p>Creativity and Innovation: Think Creatively; Work Creatively With Others; Critical Thinking and Problem Solving: Reason Effectively; Make Judgments and Decisions Communication and Collaboration: Communicate Clearly; Collaborate with Others</p>

Learning Targets

Standards	
<p>2009 CCCS: Standard 6: Social Studies, Grades K-4, A. Civics, Government, and Human Rights; B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives</p> <p>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.</p>	
CPI#	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e.
6.1.4.A.9	Compare and contrast responses of individuals and groups
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas

	Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did the exploration and settlement of North America lead to changes in the area that is now New Jersey? Why did Europeans come to North America? • How was the NJ colony divided and settled? • Why did the colonies want independence from Britain? • Why and how was the new Constitution written? • How did new forms of transportation change NJ? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Cause and effect • Battle of Trenton • Accounts of historical events • European's arrival <ul style="list-style-type: none"> • European settlements • Lenape and the Europeans • Dutch culture and artifacts • Immigration <ul style="list-style-type: none"> • Religion • American Revolution <ul style="list-style-type: none"> • Major events • NJ's role • Annis Boudinot Stockton • Patriotism • Constitution <ul style="list-style-type: none"> • Bill of Rights • Point of View • Congress • Problem solving • Princeton • Map skills • New inventions and growth <ul style="list-style-type: none"> • Transportation and communication • Rural to urban shift • Cities • Timeline • Main Idea • Summary
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<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Explain the importance of understanding cause and effect in history and daily life. • Describe the causes and effects of New Jersey's early settlements. • Describe events leading up to the Battle of Trenton • Distinguish fact from fiction in accounts of historical events • Explain why different European groups came to North America

- Describe European settlements in New Jersey and how they affected the Lenape
- Identify aspects of Dutch culture as show in artifacts
- Discuss the value of historical preservation of Dutch artifacts
- Discuss reasons why various groups immigrated to New Jersey
- Explain how religion was a factor in the settlement of New Jersey
- Describe events leading to the American Revolution
- Explain how Annis Boudinot Stockton's patriotism influenced her writing.
- Identify the importance of the Constitution as a governing document
- Explain how the Constitution and Bill of Rights express democratic values
- Examine differing points of view about representation in Congress
- Explain how people can work together to solve a problem
- Locate Princeton on a map of New Jersey
- Describe the growth of cities in New Jersey, as a shift from rural areas
- Read and interpret a timeline of New Jersey history
- Organize a time line
- Summarize the main idea of each lesson in a newspaper article

Evidence of Learning

Summative Assessment (2-3 weeks for review/projects/testing)

- Lesson quizzes
- Unit tests
- Writing activities
- Unit projects

Equipment Needed: InterWrite Board

Teacher Resources: Discovery Education

Formative Assessments

- Exit/Admit tickets
- Teacher observation
- Graphic organizers
- Questioning
- Discussions
- Projects
- Group activities

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Preview	Time, People, Place	5 days
1	Europeans Arrive	6 days
1a	Primary Sources: Dutch Artifacts	1 day
2	The New Jersey Colony	6 days
3	The American Revolution	6 days
3a	Biography: Annis Boudinot Stockton	1 day
4	The Constitution	6 days
4a	Points of View: How Should States Be Represented in Congress	1 day
4b	Princeton University	1 day
5	New Inventions and Growth	6 days

5a	Chart & Graph Skills: Reading a Timeline	1 day
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit: http://harcourtschool.com/ss1/nj/interactives/nj_u2_oa.html http://harcourtschool.com/ss1/nj/content/nj_ps_gr4.html http://harcourtschool.com/ss1/nj/interactives/ReadaTimeline/njg4_u2p91.html http://www.discoveryeducation.com/ Textbook - Harcourt Social Studies: New Jersey; Harcourt School Publishers 2008		

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 3: Progress as a State
Target Course/Grade Level:	4 th grade
Unit Summary:	
<p>In this unit, students will focus on New Jersey's role in the Civil War and the changes the United States experienced during and after this war. Students will discover how New Jersey's population grew and changed after the war, as well as how the rights of New Jersey citizens' changed.</p>	
21st century thmes:	Creativity and Innovation: Think Creatively; Work Creatively With Others; Implement Innovations Critical Thinking and Problem Solving: Reason effectively; Make Judgments and Decisions Communication and Collaboration: Communicate Clearly; Collaborate with Others Information Literacy: Access and Evaluate Information Media Literacy: Analyze Media ITC-Information, Communications and Technology Literacy : Apply Technology Effectively

Learning Targets

Standards	
<p>2009 CCCS: Standard 6: Social Studies, Grades K-4, B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives</p> <p>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.</p>	
CPI#	Cumulative Progress Indicator (CPI)
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.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how "fairness," equality," and the "common good" have influenced change at the local and national levels of United States government.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	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.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and American, and describe the challenges they encountered.

6.1.4.D.3	Explain the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.12	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.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.3.4.A.1	Evaluate what makes a good rule or law.

Unit Essential Questions

- What historical events and human activities have caused New Jersey to grow and change over time?

Unit Enduring Understandings

- Right to vote
- Civil War
- Slavery
- Growth and change in 20th century
 - Transportation
 - Industry
 - Inventions
 - Immigrants and migrant workers
- Thomas Edison
 - Inventions
- Ellis Island
 - Immigrant experience
 - National heritage
- Challenges and difficult times
 - World War I
 - World War II
 - Great Depression
 - New Deal
- Changing Times
 - Equal rights/Civil Rights
 - Woman's suffrage

Unit Learning Targets

Students will...

- Identify key facts within informational text
- Formulate a summary, using key facts.
- Analyze a historic timeline
- Identify who is a United States citizen with the right to vote.
- Describe how voting was not a right for women in the late nineteenth century.
- Describe what people in New Jersey did in response to slavery.
- Explain how abolitionists helped slaves in NJ
- Determine causes of the Civil War.
- Explain the role NJ played in the Civil War
- Explain how people in New Jersey participated in the Civil War.
- Distinguish fact from fiction.
- Recognize differences between factual and fictional accounts of the same historic event.
- Describe how transportation, industry, and inventions changed the economy of New Jersey.
- Discuss the immigrants and migrants who became New Jersey's workers.
- Explain how World War I and World War II affected people and industry in New Jersey.
- Describe the changes caused by the Great Depression and the New Deal.
- Explain the ways citizens influenced public policy on equal rights.
- Describe recent challenges for people in New Jersey including 9/11, pollution, and terrorism.
- Analyze historical artifacts to identify people's values.
- Discuss how Americans influenced the political process to obtain women's' suffrage.
- Discover facts about important people in NJ
 - Abolitionists
 - Women's Suffragists
 - Inventors
 - Political Figures
- Analyze a map of NJ for information

Evidence of Learning

Summative Assessment (2-3 weeks for review/projects/testing)

- Lesson quizzes
- Unit tests
- Writing activities
- Unit projects

Equipment Needed: InterWrite Board

Teacher Resources: Discovery Education

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> • Exit/Admit tickets • Teacher observation • Graphic organizers • Questioning | <ul style="list-style-type: none"> • Discussions • Projects • Group activities |
|--|---|

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Preview	Time, People, Place	5 days
Preview	The Ballot Box Battle	1 day
1	New Jersey During the Civil War	7 days
1a	Tell Fact From Fiction	2 days
2	A Growing State	7 days
2a	Biography: Thomas Edison	1 day
2b	Ellis Island	1 day
3	Challenging Times	6 days
3a	Primary Sources: Suffrage Memorabilia	2 days

Teacher Notes:
Curriculum Development Resources

Click links below to access additional resources used to design this unit:

http://harcourtschool.com/ss1/nj/interactives/nj_u3_oa.html

<http://www.si.edu/>

<http://www.discoveryeducation.com/>

Textbook - Harcourt Social Studies: New Jersey; Harcourt School Publishers 2008

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 4: New Jersey Today
Target Course/Grade Level:	4 th grade

Unit Summary:

In this unit, students will learn that the United States government is a democracy, in which its citizens have the right to vote to select leaders and decide issues. They will learn about local, state, and national governments, and become familiar with the ways the national and New Jersey's economies work. Students will learn ways citizens demonstrate responsibilities and about the culturally diverse people that make up our state.

21st century themes:	Creativity and Innovation: Think Creatively; Work Creatively With Others Critical Thinking and Problem Solving: Reason effectively; Make Judgments and Decisions Communication and Collaboration: Communicate Clearly; Collaborate with Others Information Literacy: Access and Evaluate Information ITC-Information, Communications and Technology Literacy :Apply Technology Effectively
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Learning Targets
Standards:

2009 CCCS: Standard 6: Social Studies, Grades K-4, B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

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.

CPI#	Cumulative Progress Indicator (CPI)
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.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.7	Explain how the United States functions as a representative democracy , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why are the people of New Jersey proud of their history, government, and culture? • What are the roles of the three branches of the US government? • How are New Jersey's state and local governments organized? • What industries make up New Jersey's economy? • What makes New Jersey a diverse state? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • New Jersey's Constitution • Levels of government <ul style="list-style-type: none"> ○ Federal ○ State ○ County ○ Municipal ○ Volunteerism • Constitution and Bill of Rights <ul style="list-style-type: none"> ○ Democracy ○ Values and principals • National Symbols <ul style="list-style-type: none"> ○ State of Libery ○ Statue of Justice ○ American flag • Map Skills • Time Zones • State government <ul style="list-style-type: none"> ○ State House • NJ's Economy <ul style="list-style-type: none"> ○ Consumers ○ Producers of goods and services ○ Wants and needs • Diverse Cultures <ul style="list-style-type: none"> ○ United Nations ○ United States ○ New Jersey • NJ's schools, colleges, universities • Contributions of NJ citizens <ul style="list-style-type: none"> ○ Artists
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<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Compare and contrast New Jersey Constitutions and other information. • Discuss American and New Jersey history and values celebrated in song. • Respond to a song to demonstrate an understanding of lyrics. • Recognize that government exists at federal, state, and local levels, as well as county and municipal levels. • Identify fundamental values of American democracy in the Bill of Rights. • Describe how rights guaranteed by the Constitution and Bill of Right contribute to continuation of democracy. • Locate time zones and use a physical map to identify locations and determine their time zones. • Identify fundamental values and principles of American democracy.
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- Recognize that the Statue of Liberty, the Statue of Justice and the American flag are important national symbols.
- Recognize the history and importance of the New Jersey State House.
- Describe New Jersey's economy.
- Distinguish between the consumers and the producers of goods and services.
- Describe how the people of New Jersey have improved their ability to earn income by gaining knowledge, skill, and experience
- Distinguish between a good and a service, a want and a need, and explain how to choose needed goods and services.
- Identify the goals of the United Nations.
- Examine and compare diverse cultures in the United States and New Jersey.
- Identify famous New Jersey artists.
- Describe New Jersey's schools, colleges, and universities.
- Discuss significant contributions of people who have lived in New Jersey.

Evidence of Learning

Summative Assessment (2-3 weeks for review/projects/testing)

- Lesson quizzes
- Unit tests
- Writing activities
- Unit projects

Equipment Needed: InterWrite Board; Audio Test CD Collection

Teacher Resources: Discovery Education

Formative Assessments

- Exit/Admit tickets
- Teacher observation
- Graphic organizers
- Questioning
- Discussions
- Projects
- Group activities

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Preview	Time, People, Place	5 days
1	National Government	6 days
1a	Map and Globe Skills: Reading a Time Zone Map	2 days
2	State and Local Government	6 days
2a	Citizenship: Patriotism	2 days
2b	The New Jersey State House	1 day
3	New Jersey's Economy	6 days
3a	Citizenship: Make an Economic Choice	2 days
4	New Jersey's People	7 days
4a	Biography: New Jersey's Cultural Ambassadors	2 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://bensguide.gpo.gov/>

http://harcourtschool.com/ss1/nj/interactives/nj_u4_oa.html

http://harcourtschool.com/ss1/nj/interactives/Timezone/njg4_u4p151.html

<http://www.discoveryeducation.com/>

Textbook - Harcourt Social Studies: New Jersey; Harcourt School Publishers 2008