

Social Studies

Grade 4

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FOURTH GRADE SOCIAL STUDIES

Course Description:

In this course, fourth grade students will learn about the geography, history, economy, and the 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.

Course Sequence:

Introduction: Geography/Themes	10 days
Unit 1: New Jersey's Land and Early People	20 days
Unit 2: Exploration to Early Statehood	20 days
Unit 3: Progress as State	22 days
Unit 4: New Jersey Today	22 days
Units Supplemented with Time For Kids by Scholastic, Newsela, and other Current Event Materials	

Prerequisite:

Third-grade social studies curriculum.

UNIT Geography Introduction

Overview

Content Area: Social Studies

Unit Title: Geography Review- Introduction

Grade Level(s): 4th Grade

Core Ideas: 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.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.5. Geo PP.1

Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5. Geo PP.2

Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States

6.1.5. Geo PP.3

Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5. Geo SV.1

Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5. Geo SV.2

Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries

6.1.5. Geo SV.3

Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude

6.1.5. Geo SV.4

Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5. CR.1

Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.5. CAP.3

Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4.5. CT.3

Describe how digital tools and technology may be used to solve problems.

9.4.5. CI.3

Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Technology Literacy (9.4)/ Computer Science and Design Thinking (standard 8)

8.1.5. IC.1

Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

8.1.5. IC.2

Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5. DA.3

Organize and present collected data visually to communicate insights gained from different views of the data.

Interdisciplinary Connection

NJSLS. RI.4.1

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

NJSLS RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

NJSLS RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text.

NJSLS RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

NJSLS RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

NJSLS RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
NJSLS RF.4.4	Read with sufficient accuracy and fluency to support comprehension (A) Read grade-level text with purpose and understanding
NJSLS.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Social Emotional Learning (SEL): With the discussion and learning about the oceans, maps, and other geological information, we will discuss the risks that explorers took in different time periods, connecting to the 5 Themes of Geography. Using <https://www.muchbetteradventures.com/magazine/famous-explorers/> and <https://www.nationalgeographic.com/amp-stories/travel/visionary-female-adventurers-through-history/> We will discuss the accomplishments of the explorers, and how they used their strengths to overcome possible weaknesses. Students will reflect on their strengths and weaknesses.

Amistad Commission Mandate: African American explorer, Bessie Coleman, the first African American Pilot that flew around the world. <https://kids.nationalgeographic.com/history/article/bessie-coleman> and Mathew Henson, an African American explorer that visited the artic <https://newsela.com/read/bio-matthew-henson-explorer/id/49650/>. Students will also read [African American Pioneers in Aviation and Space](#) on the Smithsonian’s website.

LGBT/Disabilities Mandate: Using <https://www.muchbetteradventures.com/magazine/famous-explorers/> and <https://www.nationalgeographic.com/amp-stories/travel/visionary-female-adventurers-through-history/> we will read about explorers and the the risks they took, despite their challenges, physically, or based on their gender roles. We will discuss their accomplishments and how they used their strengths and overcome possible weaknesses. (i.e Isabella Bird (1831-1904) She was encouraged to travel outside because of individual ailments. She traveled across the world. This was also an accomplishment and very unusual for women in her time period.

Unit Essential Question(s):

- 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?
- How are cardinal and intermediate directions used to navigate a map?
- How are map keys and other elements used to navigate and read a map?
- What skills and training are required to pursue traditional and non-traditional occupations that have to do with geography (i.e cartographers, GIS professionals (digital cartographers), environmental planners, and military personnel)

Unit Enduring Understandings:

- The five themes of geography help us learn and understand the world we live in
- Cardinal, intermediate directions and map keys help navigate maps and globes
- Various professions can be pursued in relation to the five different themes of geography

Evidence of Learning

Formative Assessments: Lesson Quizzes, Note-Taking, Exit Slips, Comparison Writing, Teacher Observations, Graphic Organizers, questioning, Discussions, Nearpod activities, and Group Activities

Summative/Benchmark Assessment(s): Five Themes of Geography Test, Latitude and Longitude Test, Unit Quizzes

Alternative Assessments: Unit Projects, Unit Drawings, Culminating Projects, Interactive Documents, 5 Themes Application Postcard

Resources/Materials: Textbook: Harcourt Social Studies: New Jersey, Document Camera, Atlas, Globe, Smartboard, Maps, Google Slides, Discovery Education, BrainPOP, Flocabulary, and IXL

Key Vocabulary:

- Latitude, Equator, Longitude, Prime Meridian, Hemisphere, Geographical Coordinates, Absolute Location, Relative Location, Physical Characteristics, Human Characteristics, Region, Movement, Human-Environmental Interaction

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1. <u>Introduction:</u> 5 Themes of Geography	-Students will identify the five themes of geography (movement, regions, human-environmental interactions, place, and location)	1. Watch BrainPOP: Geography Themes video to activate knowledge. 2. Take notes on the five themes, discuss various examples of themes. (Text pgs.I14-I15). 3. Conduct research on a chosen destination, researching each theme.	3 days
2. <u>Looking at Earth</u> (Oceans, Continents, and Hemispheres)	-Students will identify the oceans, continents, and hemispheres	1. Read text pgs.I16-I 17). 2. Color code the hemispheres and the special lines that divide the Earth (i.e Equator & Prime Meridian).	2 days
3. Geography Terms: Landforms and Bodies of Water	-Students will identify various landforms and bodies of water	1. Read pgs.I18-I19. 2. Apply knowledge of landforms and take part in a “Landform Creation” - Choose a landform to create, draw, or design a continent with various landforms.	2 days
4. Reading Maps	-Students will read and identify various forms of maps	1. Read pgs I20-I21. 2. Practice finding absolute locations using various maps that contain Latitude and Longitude.	2 days
5. Assessment			1 day

Teacher Notes: N/A

Additional Resources:

- Textbook: Harcourt Social Studies: New Jersey; Harcourt School Publishers 2008
- <http://www.factmonster.com/atlas/>
- https://www.abcy.com/games/latitude_and_longitude_practice
- http://www.harcourtschool.com/ss1/HSP_Atlas/noem_hm/world.htm
- <http://www.discoveryeducation.com/>
- <http://newsela.com/>
- <http://brainpop.com/>
- <http://flocabulary.com/>
- <https://www.ixl.com/social-studies/grade-4> (Map Skills)

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors, rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on students’ intrinsic motivations ● Consult with parents to accommodate students’ interest in completing tasks at their level of engagement. ● Self-guiding rubrics 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with the classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary ● Consult with I &RS as needed

504 Students	Other:
<ul style="list-style-type: none">● Consult 504 Plan● Consult 504 case members for strategies● Make accommodations to enable student access to the curriculum and activities	<ul style="list-style-type: none">● Consult colleagues for additional strategies

UNIT #1 New Jersey's Land and Early People

Overview

Content Area: Social Studies

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

Grade Level(s): 4th Grade

Core Ideas: This unit will show how people in New Jersey have 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 learn about the early people of New Jersey.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.4:	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e human capital, physical capital, natural resources).
6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.5.EconNM.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.HistoryC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.5.HistoryU.1	Describe the reasons various groups voluntarily and involuntarily immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe challenges they encountered.
6.1.5.HistoryU.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native Americans
6.1.5.HistoryU.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
Technology Literacy (9.4)/ Computer Science and Design Thinking (standard 8)	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
Interdisciplinary Connection	
NJSLS.RI.4.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLS RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
NJSLS RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
NJSLS RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
NJSLS RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
NJSLS RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
NJSLS RF.4.4	Read with sufficient accuracy and fluency to support comprehension (A) Read grade-level text with purpose and understanding
NJSLS.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
Social-Emotional Learning: Discuss the Lenape culture and heritage. Students will connect back to the information about the Lenape and their own unique selves. Also discuss Chief Oratam showed respect and used problem-solving skills- discuss how people can compromise and negotiate to avoid conflicts, while still treating others with the utmost respect.	
Holocaust Mandate: Discuss how the future European Colonization would affect the Lenape and other Native American tribes that would be displaced from their homes and families, due to new settlers taking over.	
Unit Essential Question(s):	Unit Enduring Understandings:
<ul style="list-style-type: none"> ● How do the people of New Jersey and our environment influence and affect each other? ● Where is New Jersey located and what are its natural regions and major cities? ● How did New Jersey's natural regions form, and what are the physical characteristics in each region? ● What is the climate of New Jersey? ● What renewable, nonrenewable natural resources are found in NJ? ● Who were the Native American groups in New Jersey and how did they live? ● How can researching economic issues help solve problems including children and other residents in overcrowded communities? 	<ul style="list-style-type: none"> ● The environment and people can interact and influence one another. ● New Jersey is in the Northeast region of the United States, contains four natural regions with many resources, and has various seasons. ● Early Native American tribes were the first to settle and live in New Jersey. They included the Paleo-Indians, Woodland Indians, and Lenape. ● Areas with high population and overcrowding can increase the likelihood of economic issues. ● Various professions can be pursued in relation to areas that include geography, natural resources, and history.

- What skills and training are required to pursue traditional and non-traditional occupations that have to do with geography, climate, natural resources, and within historical fields?

Evidence of Learning

Formative Assessments: Lesson Quizzes, Note-Taking, Exit Slips, Comparison Writing, Teacher Observations, Graphic Organizers, questioning, Discussions, and Group Activities, Newsela Articles, and Commonlit.org

Summative/Benchmark Assessment(s): New Jersey's Regions Test, Unit Quizzes

Alternative Assessments: Culminating Projects, Interactive Documents, and Unit Projects

Resources/Materials: Textbook: Harcourt Social Studies: New Jersey, Document Camera, Globe, Smartboard, Maps, Google Slides, Discovery Education, BrainPOP, Flocabulary, and Newsela

Key Vocabulary:

- Continent, Relative Location, Region, Physical Characteristics, Urban, Suburban, Rural, Glacier, Erosion, Till, Sea Level, Silt, Vegetation, Climate, Precipitation, Nor'easter, Natural Resources, Renewable, Nonrenewable, Manufacturing, Lenape, Nomad, Band, Ancestors, Adapt, Culture, Heritage, Longhouse, Oral Story

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1. Where is New Jersey?	-Identify where New Jersey is located Describe the major regions and major cities	1. Read text pgs. 10-15. 2. Discuss the content and relate it to Unit 1 content-discussing where New Jersey is in relation to other places in the world. 3. Complete Homework and Practice worksheet, "Where is New Jersey?"	3 days
1a. Map Skills: Use Latitude and Longitude	-Identify and apply latitude and longitude	1. Review latitude and longitude-refer to unit 1 notes. 2. Read and review pg.16 and complete the activity on pg.17.	1 day
2. New Jersey's Natural Regions	-Identify how New Jersey's natural regions form, and what are their physical characteristics in each region?	1. Read text pgs.18-23. 2. Complete interactive slides learning about each region. 3. Research things you can do in each region.	3 days
2a. Delaware Water Gap	-Identify the processes that it took for the Delaware Water Gap to be created	1. Read text pgs. 24-25. 2. Research the Delaware Water Gap.	1 day
3. Climate and Resources	-Describe the climate and natural resources of New Jersey -Describe the natural and renewable resources in New Jersey -Describe the uses for these resources	1. Read text pgs. 26-31. 2. Discuss New Jersey's climate patterns and discuss how places with similar latitude tend to have similar climates. 3. Connect New Jersey's resources to the science unit on natural resources. 4. Students will use the map on pg.29 to make connections to the resources used in different parts of the state. 5. Complete Interactive slides on the information included in the lesson.	3 days

3a. Points of View: Urban Sprawl	-Define what Urban Sprawl is and ways to accommodate for population growth -Identify various perspectives and viewpoints towards this topic	1. Read text pgs. 32-33. 2. Discuss the overcrowding of our state with its growing population. 3. Investigate economic issues that impact individuals and children in our state- propose a solution.	1 day
4. The Lenape	-Identify the early Native American groups in New Jersey -Describe how they lived and what resources they used -Identify gender roles and jobs of Native -Discuss the colonist's effect on Lenape life and removing them from their land, bringing of diseases	1. Read text pgs. 34-40 and discuss the arrival of the first New Jerseyans. 2. Learn about their culture and customs. 3. Write a compare and contrast essay on their similarities and differences with the Lenape. 4. Read various texts and watch videos on the Lenape culture.	6 days
4a. Biography: Chief Oratam and 4b. Citizenship: Preserving your heritage	-Identify the importance of Chief Oratam in terms of collaboration between the Native American and the European Dutch settlers -Discuss how preserving Lenape heritage connects present events to the past -Identify ways that language can be used to represent aspects of culture and heritage	1. Read and discuss text pgs.42-43. 2. Discuss the character of the Chief and how he kept the peace with the new arrivals, the Dutch. 3. Discuss why it is important to learn history and about culture. Discuss and learn why people must work together to preserve our history and that of individual groups.	1 day
Assessment			1 day

Teacher Notes: N/A

Additional Resources:

- <https://www.britannica.com/place/New-Jersey>
- <https://kids.nationalgeographic.com/geography/states/article/new-jersey>
- https://www.nj.gov/pvsc/protect/pdf/Great_Falls_Fast_Facts.pdf
- <https://www.nj.gov/dep/njgs/enviroed/infocirc/provinces.pdf>
- <http://www.dutotmuseum.com/history.htm>
- <https://www.nps.gov/dewa/learn/historyculture/index.htm>
- <https://sciencing.com/list-jersey-state-natural-resources-7572666.html>
- <https://www.ducksters.com/geography/state.php?State=New%20Jersey>
- https://www.netstate.com/states/symb/nj_symb.htm
- [YouTube Channel: Lenape Lifeways Videos](#)
- <http://www.discoveryeducation.com/>
- <http://newsela.com/>
- <https://www.brainpop.com/>
- <http://flocabulary.com/>

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors, rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Provide extended time to complete tasks

Midland Park Public Schools

<ul style="list-style-type: none"> ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interest in completing tasks at their level of engagement. ● Self-guiding rubrics 	<ul style="list-style-type: none"> ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with the classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary ● Consult with I &RS as needed
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan ● Consult 504 case members for strategies ● Make accommodations to enable student access to the curriculum and activities 	<ul style="list-style-type: none"> ● Consult colleagues for additional strategies

UNIT #2 Exploration to Early Statehood

Overview

Content Area: Social Studies

Unit Title: Unit 2: Exploration to Early Statehood

Grade Level(s): 4th Grade

Core Ideas: 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 the writing of the constitution. Studies will also cover new inventions and growth in the state.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.5.CivicsPI.3	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.
6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state, and across the United States
6.1.5.CivicsPI.5	Explain how the government functions at the local, county, and state level.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
6.1.5.CivicsP D.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
6.1.5.CivicsD P.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g fairness, equality, common good)
6.1.5.CivicsD P.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g fairness, civil rights, human rights)
6.1.5.CivicsD P.3	Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.CivicsH R.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5.CivicsH R.2	Research and cite evidence for how the actions of Dr. Martin Luther King Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
6.1.5.CivicsH R.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5 GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5 GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5 GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.
6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g energy, transportation, communications).
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted the emigration, settlement and regional identities of the U.S colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.History CC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States
6.1.5.History CC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.History CC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
6.1.5.History CC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.History CC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.History CC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.History CC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.5.History CC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.5.History CC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.History CC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryS E.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
6.1.5.HistoryS E.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CL.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
Technology Literacy (9.4)/ Computer Science and Design Thinking (standard 8)	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
Interdisciplinary Connection	
NJSLS.RI.4.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLS RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
NJSLS RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
NJSLS RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
NJSLS RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

NJSLS RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
NJSLS RF.4.4	Read with sufficient accuracy and fluency to support comprehension (A) Read grade-level text with purpose and understanding
NJSLS.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Holocaust Mandate- Discuss the discriminatory actions towards the Native Americans, specifically the Lenape. Discuss how the Native Americans were treated differently based on their customs and differences. When the European settlers came to North America, they were forced to leave their home and land involuntarily, contracted diseases, enslaved, and killed through genocide. This unit makes connections to the World War II/Holocaust time period with the actions towards the Lenape and other Native American groups that were initially living in the New Jersey area. Connections to this content will be made with textbook readings, watching BrainPop's video, "[Christopher Columbus](#)", language arts reading of *Number the Stars* by Lois Lowry, and the reading of a Newsela article entitled, [PRO/CON: Should we celebrate Christopher Columbus?](#)

Unit Essential Question(s):

- 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, and New Jersey?
- Which European countries settled the New Jersey area?
- How was the New Jersey colony divided and settled?
- Why did the colonies want independence from Britain?
- What resulted from the colonies wanting independence?
- Why and how was the new Constitution written?
- Why was the Bill of Rights added to the Constitution
- How did new forms of transportation change New Jersey?
- What skills and training are required to pursue traditional and non-traditional occupations that have to do with history, law, and justice?

Unit Enduring Understandings:

- Europeans began to explore North America and set up colonies in the New Jersey area which resulted in the resettlement of the original people living in the area.
- The New Jersey colony was settled by a multitude of European countries that brought their beliefs, cultures, and traditions with them.
- As a result of unfair rule by Great Britain, colonists resisted, fought against injustices, declared independence and won their freedom.
- America's Constitution and Bill of Rights ensures civil rights and liberties to all citizens
- New Jersey's advancements in transportation allowed for easier access and expansion of many areas.
- Various careers can be pursued in relation to areas that include history and law.

Evidence of Learning

Formative Assessments: Lesson Quizzes, Note-Taking, Exit Slips, Comparison Writing, Teacher Observations, Graphic Organizers, questioning, Discussions, and Group Activities, Newsela Articles, Google Slides/interactive notes, and Scholastic News

Summative/Benchmark Assessment(s): Exploration To Statehood Test, Lesson Quizzes

Alternative Assessments: Culminating Projects, Interactive Documents, and Unit Projects, Readers Theater

Resources/Materials: Textbook: Harcourt Social Studies: New Jersey, Document Camera, Smartboard, Maps, Google Slides, Discovery Education, and Chromebooks/laptops

Key Vocabulary:

- Colony, Demand, Supply, Slavery, Boundary, Proprietor, Abolitionist, Plantation, Royal Colony, Parliament, Representatives, Boycott, Congress, Militia, Revolution, Debt, Loyalist, Patriot, Constitution, Delegate, Legislature, Compromise, Ratify, Amendment, Transportation, Invention, Turnpike, Immigrant, Decade, Century

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p><u>Preview:</u> Time, People, and Places</p> <hr/> <p>1. Europeans Arrive</p> <hr/> <p>1a. Primary Sources: Dutch Artifacts</p>	<p>-Preview important dates, people, and places that were influential in New Jersey’s exploration of statehood -Identify why the Europeans came to North America</p> <hr/> <p>-Discuss the settlements and the impact their arrival had on the Native Americans already living in this area</p> <hr/> <p>-Identify Dutch resources and the uses of the resources -Compare the resources to items used today</p>	<p>1. Read text pgs. 50-53 and 58-63. 2. Discuss important people and the roles of those individuals. 3. Complete interactive slides on the explorers (e.g Verrazano, Hudson) and the settlers that followed their discovery of new land. 4. Complete the Homework and Practice page “ Europeans Arrive.”</p> <hr/> <p>1. Read text pgs. 64-65. 2. Discuss the Dutch artifacts and connect their artifacts to ones used today.</p>	4 days
2. New Jersey Colony	<p>-Describe how New Jersey was colonized and divided -Describe the groups of people that settled in New Jersey -Discuss the effect on the Lenape getting pushed off their land, contracted diseases, and treated differently due to their customs</p>	<p>1. Read text pgs. 66-69. 2. Discuss the path to New Jersey’s creation. Identify the original proprietors, those that settled- and the reasons for settling different parts of New Jersey.</p>	3 days
<p>3. The American Revolution</p> <hr/> <p>3a. Biography: Annis Boudinot Stockton</p>	<p>-Describe why the colonists were being taxed -Describe why the colonists protested these taxes -Discuss the major battles of the war that took place in New Jersey -Describe the end of the war with the Treaty of Paris</p> <hr/> <p>-Identify the importance of Boudinot Stockton and her role as a Patriot supporting Washington’s Troops</p>	<p>1. Read text pgs. 70-76. 2. Discuss the events that lead up to the American Revolution. 3. Review the timeline of events. 4. Discuss major revolutionary battles in New Jersey and review maps to supplement these major battles. 5. Watch supplementary BrainPOP videos on the revolution.</p> <hr/> <p>6. Read text pg.77 and discuss Annis Boudinot Stockton, her role, and how she showed her patriotism.</p>	4 days
4. The Constitution	<p>-Identify what the Articles of Confederation were and why they were revised -Discuss the plan for a new government and the creation of the Constitution and the Bill of Rights</p>	<p>1. Watch BrainPOP “Constitution” 2. Read text pgs. 78-81 3. Read, <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow and discuss the Preamble and the rights we are given as U.S citizens. 4. Read <i>What if Everybody Did That?</i> By Ellen Javernick. Discuss reasons for having rules. 5. Complete the “Compromise” worksheet- discussing the Virginia and New Jersey plans. 6. Complete Homework and Practice worksheet “The Constitution.”</p>	4 days

4a. Points of View: How should states be represented in congress	-Identify different points of view in terms of the Great Compromise -Identify which states would support the Virginia Plan and the New Jersey Plan	1. Read text pgs. 82-83 and make connections to the Virginia and New Jersey plans and why smaller states would support the NJ plan and larger states would support the Virginia plan. 3. Refer back to the “Compromise” worksheet.	1 day
4b. Princeton University	-Discuss Princeton University, where it is, and when it was established.	4. Read text pgs. 84-85. 5. Go on a virtual tour of the school and discuss the history of the campus.	
5. New Inventions and Growth	-Discuss progress after the Revolutionary War -Identify new forms of transportation and how they led to the growth of New Jersey’s Cities	1. Read text pgs. 86- 89. 2. Discuss the forms of transportation that have evolved over time. 3. Complete Homework and Practice worksheet “New Inventions and Growth.”	3 days
5a. Chart & Graph Skills: Reading a Timeline	-Review timelines and order events by dates	4. Read text pgs. 90-91 and complete the questions on pg. 91 using the timeline entitled, “New Jersey.”	
Assessment			1 day

Teacher Notes: N/A

Additional Resources:

- https://www.ducksters.com/history/us_constitution.php
- <https://bensguide.gpo.gov/>
- <https://kids.britannica.com/kids/article/constitution/352996>
- <https://www.si.edu/spotlight/mlk>
- <http://www.discoveryeducation.com>
- <https://www.flocabulary.com/subjects/>
- <https://nearpod.com/>
- <https://newsela.com/>
- <https://www.brainpop.com/>

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors, rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on students’ intrinsic motivations ● Consult with parents to accommodate students’ interest in completing tasks at their level of engagement. ● Self-guiding rubrics 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with the classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary

Midland Park Public Schools

	<ul style="list-style-type: none">• Consult with I &RS as needed
504 Students	Other:
<ul style="list-style-type: none">• Consult 504 Plan and case manager for strategies• Make accommodations to enable student access to the curriculum and activities	<ul style="list-style-type: none">• Consult colleagues for additional strategies

UNIT #3 Progress as a State**Overview****Content Area:** Social Studies**Unit Title:** Unit 3: Progress as State**Grade Level(s):** 4th Grade

Core Ideas: In this unit, students 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.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsD P.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsP R.2	Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsP R.4	Explain how policies are developed to address public problems.
6.1.5.CivicsH R.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
6.1.5.CivicsH R.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
6.1.5.CivicsH R.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsC M.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.4.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.Geo.HE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
6.1.5.Geo.HE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications)
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.1	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.EconET.	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconEM .4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.5.EconNM .2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities
6.1.5.EconNM .7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.5.EconGE.2	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.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.History CC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.History CC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.History CC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.History CC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.History CC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.5.History CC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryS E.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
6.3.5.EconET. 1	Investigate an economic issue that impacts children and propose a solution.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CL.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
Technology Literacy (9.4)/ Computer Science and Design Thinking (standard 8)	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
Interdisciplinary Connection	
NJSLS.RI.4.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLS RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
NJSLS RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
NJSLS RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
NJSLS RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
NJSLS RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
NJSLS RF.4.4	Read with sufficient accuracy and fluency to support comprehension (A) Read grade-level text with purpose and understanding
NJSLS.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)	
Amistad Mandate- Students will read about the Civil War and slavery. Students will BrainPop's video, Abraham Lincoln , and discuss his role in wanting to ban slavery in new states. Students will also learn about the Emancipation Proclamation of 1862, which freed all slaves in the Confederate states, ended slavery, and enabled African Americans to fight in the Union army. Students will also learn that Lincoln worked on the 13th Amendment to the Constitution that would permanently end slavery in the United States. The students will also watch BrainPop's " Underground Railroad " and discuss the impact it had on freeing slaves. Students will learn about the secret routes and the many places	

of shelter in Pennsylvania and New Jersey. Students will discuss Harriet Tubman’s risk as one of the leaders of the movement. Along with the discussion of slavery, students will reflect on their learning of Martin Luther King Jr. Classes will discuss Martin Luther King Jr and how he was a leader in facing diversity and creating a movement for equality. Students also explore Martin Luther King, Jr. when reading the article, *Famous Speeches: Martin Luther King’s “I Have a Dream”* on Newsela. Students will discuss how discrimination lasted long after the Civil War ended. Finally, students will research and learn about Martin Luther King Jr. and other African Americans that helped inspire social change. Students will watch BrainPop’s video, “[Martin Luther King Jr.](#)”, “[Jackie Robinson](#)”, and “[Harriet Tubman](#)” . Students will also read the picture book *White Socks Only* by Evelyn Coleman. Students will discuss the injustices of the Jim Crow Laws of the south and discuss segregation and all of the inequality and injustices of the era.

Holocaust Mandate- With the discussion of New Jersey’s role in World War II. Students will discuss that many soldiers that fought in the war came from New Jersey as well as numerous other states, and that many were trained in New Jersey, prior to being deployed overseas. Students will watch BrainPop’s “[World War II](#)” and “[Holocaust](#)” Students will learn about the history of the time period and the causes for American involvement in the war, specifically when we were attacked in Pearl Harbor, on December 7, 1941. Connections to this topic are made with language arts content. Students learn about discriminatory actions towards groups during World War II and the genocide that occurred. Students will read *Number the Stars* by Lois Lowry, *Who was Anne Frank* by Ann Abramson, and *The Nuremberg Laws Deprived Jews of Their Rights in Nazi Germany* article on Newsela.

LGBT/Disabilities Mandate- With the discussion of World War II and the Holocaust, students will discuss the atrocities of what was happening in Europe under Nazi rule. On top of the systemic genocide, Hitler’s “Final Solution” of 6 million Jewish people, they will learn that other individuals, 5 million that were deemed “different” from the preferred “Aryan Race” were also murdered. This included those with physical and/or intellectual disabilities, and those that fell under the LGBT range.

With students learning about civil rights, slavery, and equal rights, students will make connections to discuss right and wrong. They will discuss how people should all be treated equally and not be treated differently or bullied based on their differences in physical ability or disability. Students will watch/read “[Thank You Mr. Falker](#)” by Patricia Polacco on Storyline Online. Students will discuss themes of bullying, and overcoming struggles/learning disabilities.

Unit Essential Question(s):

- What historical events and human activities caused New Jersey to grow and evolve over time?
- How did the issue of slavery affect New Jersey?
- How did New Jersey grow and change in the early twentieth century?
- How did New Jerseyans meet challenges during difficult times?
- How has New Jersey evolved over time?
- How did natural resources benefit the state?
- What effect did the Great Depression have on people living in New Jersey?
- How can researching economic issues help solve problems including children and other residents with loss of jobs, homelessness, and hunger?
- What skills and training are required to pursue traditional and non-traditional occupations that have to do with geography, history, entrepreneurs, government workers, elected officials, and social workers?

Unit Enduring Understandings:

- Throughout history, individuals and historical events have played a major role in the advancement of inventions, human rights, and the growth of New Jersey’s economy.
- New Jersey’s natural resources and advancements in technology played a role in the creation of new industries, which led to a growth in population.
- The Great Depression led to economic hardships including unemployment, poverty, and hunger.
- Various careers can be pursued in relation to areas that include history and law.

Formative Assessments: Lesson Quizzes, Note-Taking, Exit Slips, Comparison Writing, Teacher Observations, Graphic Organizers, questioning, Discussions, and Group Activities, Newsela Articles, Google Slides/interactive notes, and Scholastic News

Summative/Benchmark Assessment(s): Progress as a State Unit Test, Lesson Quizzes

Alternative Assessments: Culminating Projects, Interactive Documents, and Unit Projects			
Resources/Materials: Textbook: Harcourt Social Studies: New Jersey, Document Camera, Smartboard, Maps, Google Slides, Discovery Education, and Chromebooks/laptops		Key Vocabulary:	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p><u>Preview:</u> Time, People, and Places</p> <p><u>Preview:</u> The Ballot Box</p>	<p>-Preview important dates, people, and places that were influential in New Jersey’s progress as a state</p> <p>-Review and discuss Elizabeth Cady Stanton and her role in women’s rights and efforts to vote</p>	<p>1. Review “Progress as a State” timeline on pgs. 96-97.</p> <p>2. Discuss important people that made an impact on New Jersey in the 19th Century pgs. 98-101.</p> <p>3. Watch PBS Learning Video on “Elizabeth Cady Stanton”</p> <p>4. Read text pgs. 102-105. and discuss the important role of Elizabeth Cady Stanton on women's rights in the United States.</p>	1 day
1. New Jersey During the Civil War	<p>-Discuss how abolitionist in New Jersey worked to end slavery</p> <p>-Discuss how slavery impacted New Jerseyans</p> <p>-Discuss how these events led up to the Civil War</p> <p>-Talk about how the Northern states defeated the South and the Union was preserved</p> <p>-Discuss the climate of the nation at this time with slavery and why it needed to be stopped)</p> <p>-Discuss that racism continued after the Civil War and discuss Martin Luther King Jr’s contributions to help bring justice and equality for African Americans</p>	<p>1. Watch BrainPop, “Civil War”</p> <p>2. Read text pgs. 106-109. and discuss New Jersey during the Civil War and the Abolitionist that helped with the Underground Railroad.</p> <p>3. Watch BrainPop, “Underground Railroad”</p> <p>4. Complete Homework and Practice page, “New Jersey during the Civil War.”</p>	4 days
1a. Tell Fact from Fiction	<p>-Review Fact and Fiction</p> <p>-Analyze two passages and identify elements that are fictional and those that are factual statements</p>	<p>1. Read text pgs. 110-111.</p> <p>2. Students will complete the Homework and Practice page, “Tell Fact from Fiction.”</p>	1 day
2. A Growing State	<p>-Discuss how New Jersey’s economy grew following the Civil War</p> <p>-Discuss new ideas and products that came to be</p> <p>-Review the Great Migration and the influx of Europeans and African Americans that came to work in New Jersey</p>	<p>1. Read text pgs. 112-116.</p> <p>2. Define vocabulary and review text features.</p> <p>3. Complete interactive slides on the content.</p> <p>4. Research New Jersey’s current economy today.</p>	5 days

		5. Complete Homework and Practice page, “A Growing State.”	
2a. Biography: Thomas Edison	-Review and discuss the biography on Thomas Edison -Discuss his accomplishments and feats that made daily life better for many -Relate his actions to character traits of hardworking and responsible	1. Watch BrainPop, “ Thomas Edison .” 2. Read text pg 17. Discuss Edison’s impact on New Jersey and the world. 3. Students will think about things that they use in their daily life and reflect on how these things were a result of Edison’s hard work.	1 day
2b. Ellis Island	-Discuss the importance of Ellis Island and the role it played in the entrance of many immigrants into the United States -Discuss the 12 million people that entered from other nations	4. Watch BrainPop, “ Ellis Island ” and discuss its importance. 5. Read text pgs. 118-119. 6. Take a virtual tour of Ellis Island using Ellis Island Virtual Tour link.	
3. Challenging Times	-Discuss how New Jersey and other states sent supplies overseas during World War II and World War II -Discuss the loss of casualties during the war and the suffering that came with the Great Depression	1. Read text pages 120-125 2. Discuss the events of the time period and complete the Homework and Practice page “Challenging Times.” 3. <u>Extension Activity</u> : Building off of the Great Depression, Students will research economic issues such as homelessness, poverty, and hunger. Students will research issues and come up with potential solutions to these problems.	5 days
4. Changing Times	-Discuss how New Jerseyans and other American citizens worked for equal rights for all citizens -Discuss how the end of the century brought about environmental and other challenges like terrorism	1. Read text pgs. 126-129. 2. Discuss the ways that New Jersey transformed during the 1900’s. 3. Watch BrainPop, “ Civil Rights ” and connect the video the text 4. Complete Homework and Practice page, “Changing Times.”	4 days
3a. Primary Sources: Suffrage Memorabilia	-Review the National American Woman Suffrage Association and how it helped lead the fight for women’s rights, specifically in voting	5. Watch BrainPop, “ Women's Suffrage ” 6. Read text pgs 130-131 and discuss the impact that the Women’s Suffrage movement had on our country and our present life.	
Assessment			1 day
<p>Teacher Notes: 6.3.4.C.1 , 6.3.4.A.3 & 6.3.4.A.2: Students will learn about the Great Depression and the hardships that people of the time went through. They will make connections to lower income areas in the area by participating in advocacy projects to help other students that are disadvantaged by participating in the annual Table to table Bag a Lunch Program. Students will help by collecting money to donate to those in need. Students will also take part in donations and advertising local issues that include housing for those struggling by supporting Habitat for Humanity with donations and volunteering to and build walls for homes in local communities.</p> <p>https://tabletotable.org/join-the-fight/campaigns/ and https://www.habitat.org/local/affiliate-by-state?state=NJ</p>			
<p>Additional Resources:</p> <ul style="list-style-type: none"> • https://www.si.edu/object/npg_NPG.2013.76 			

- https://airandspace.si.edu/learn/highlighted-topics/african-american-pioneers-aviation-and-space?utm_campaign=teaser&utm_medium=referral&utm_source=si.edu
- <https://www.si.edu/>
- https://www.nps.gov/hdp/exhibits/ellis/ellis_index.html
- <http://www.discoveryeducation.com/>
- <https://www.flocabulary.com/subjects/>
- <https://nearpod.com/>
- <https://newsela.com/>
- <https://www.brainpop.com>
- <https://www.nj.gov/education/amistad/resources/literacy.pdf> (Amistad Literary Resources)

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors, rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interest in completing tasks at their level of engagement. ● Self-guiding rubrics 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with the classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary ● Consult with I &RS as needed
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Consult 504 case members for strategies ● Make accommodations to enable student access to the curriculum and activities 	<ul style="list-style-type: none"> ● Consult colleagues for additional strategies

UNIT #4 New Jersey Today

Overview

Content Area: Social Studies

Unit Title: Unit 4: New Jersey Today

Grade Level(s): 4th Grade

Core Ideas: 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.

Standards (Content and Technology)

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.3	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.
6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPI.5	Explain how the government functions at the local, county, and state level.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
6.1.5.CivicsPI.8	Describe how the United States Constitution defines-and limits the power of government.
6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade
6.1.5.EconNM.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.EconGE.2	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.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Technology Literacy (9.4)/ Computer Science and Design Thinking (standard 8)

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.

Interdisciplinary Connection

NJSLS.RI.4.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLS RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
NJSLS RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text.
NJSLS RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
NJSLS RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
NJSLS RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
NJSLS RF.4.4	Read with sufficient accuracy and fluency to support comprehension (A) Read grade-level text with purpose and understanding
NJSLS.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

AAPI: using text pages 172-173, discuss the increasingly diverse population of New Jersey and the increasing population of Asian Americans from India, China, Korea, Japan, and Vietnam. Discuss Asian American Heritage Month during the month of May. Read various biographies on influential Asian Americans and their accomplishments to society.

Unit Essential Question(s):

- Why are New Jerseyans proud of their history, government, and culture?
- What are the roles of the three branches of the United States government?
- How are New Jersey’s state and local governments organized?
- What rights and responsibilities do citizens have?
- What industries make up New Jersey’s economy?
- How has the state's economy grown and evolved?
- What makes New Jersey a diverse state?
- How do individuals share their cultures and traditions with others?
- What skills and training are required to pursue traditional and non-traditional occupations that have to do with government, economics, and diversity.

Unit Enduring Understandings:

- The United States government is a democracy in which people can elect their representatives and leaders.
- Federal and local governments consist of three branches that perform checks and balances to prevent government overreach.
- As a citizen, individuals can vote, serve on a jury, or run for local offices
- Technological advances have led to the growth and creation of new industries in the state
- Diversity can be celebrated through language, art, dance, cuisine, and music.
- Various careers can be pursued in areas that include government and economics

Evidence of Learning

Formative Assessments: Lesson Quizzes, Note-Taking, Exit Slips, Comparison Writing, Teacher Observations, Graphic Organizers, questioning, Discussions, and Group Activities, Newsela Articles, Google Slides/interactive notes, and Scholastic News

Summative/Benchmark Assessment(s): Branches of Government Test, Unit Quizzes

Alternative Assessments: Culminating Projects, Interactive Documents, and Family Background Project

Resources/Materials: Textbook: Harcourt Social Studies: New Jersey, Document Camera, Smartboard, Maps, Google Slides, Discovery Education, and Chromebooks/laptops

Key Vocabulary:

- Democracy, Federal System, Legislative Branch, Executive Branch, Judicial Branch, Appoint, Bill, District, Veto, Jury, Appeal, County, Municipal, Citizenship, Volunteer
- Patriotism, Service Industry, Free Enterprise, Consumer, Producer, Interdependence, Market, Export, Import, Technology, Trade-off, Opportunity Cost, Diplomacy, Diversity
- Tradition, Ethnic Group, Folklore

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1. <u>Preview: Time, People, and Places</u> 1a. National Government	-Preview important dates, people, and places that make New Jersey important today -Recognize that government exists at a federal and state level -Identify the United States government is a democracy that elects its leaders -Understand and identify the three branches of government	1. Read text pgs.138-149. 2. Discuss influential New Jerseyans throughout the years. 3. Watch BrainPop, " Branches of Government " 4. Read text pgs. 146-149. 5. Complete cut and paste sorts. 6. Complete review Google Slides.	5 days
2. <u>Map and Global Skills: Reading a Time Zone Map</u> 2a. State and Local Government	-Use a time zone map to compare different parts of the United States -Recognize that government exists at a federal and state level	1. Watch BrainPop, " Time Zones " 2. Read text pgs. 150-151. 3. Complete Homework and Practice Book pages 32-33. 4. Read text pgs. 152-157. 5. Discuss the similarities of the national and local state governments.	6 days
3. <u>Patriotism and The New Jersey State House</u>	-Identify fundamental values and principles of democracy -Recognize the Statue of Liberty, the Statue of Justice, and the American Flag are important national symbols	1. Read text pgs. 158-116. 2. Watch BrainPop, " US Symbols " 3. Discuss Patriotism and complete a writing activity and drawing	1 day
3a. <u>New Jersey's Economy</u> 3b. <u>Make an Economic Choice</u>	-Recognize the importance and history of the New Jersey State House -Utilize a map to identify the location of the New Jersey State House -Discuss trade-off and opportunity cost -Discuss want versus need	1. Read text pgs. 162-169. 2. Watch BrainPop, " Goods and Services " 3. Discuss the service industries in our state, the state's economy, consumers versus producers, and imports/exports. 4. Read text pgs. 168- 169. 5. Complete Homework and Practice Book pages, 36-39	5 days
4. <u>New Jersey's People</u> 4a <u>New Jersey's Cultural Ambassadors</u>	-Identify the goals of the United States -Examine and compare diverse cultures in the United States and New Jersey -Discuss significant contributions of people who have lived in New Jersey	1. Read text pgs. 170-177. 2. Discuss individuals that enable New Jersey to run. 3. Discuss the diversity of our Nation and state. 4. Read biography passages about famous, influential Asian Americans- and those from New Jersey. 5. Read text pgs. 178-179. 6. Discuss the influential individuals and the character traits that they show. 7. Discuss why character counts.	4 days
Assessment			1 Day
Teacher Notes: N/A			
Additional Resources:			
<ul style="list-style-type: none"> Asian American Heritage Biography Posters 			

<ul style="list-style-type: none"> ● Textbook: Harcourt Social Studies: New Jersey; Harcourt School Publishers 2008 ● http://www.discoveryeducation.com/ ● http://newsela.com/ ● http://brainpop.com/ ● http://flocabulary.com/ 	
Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
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504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 case members for strategies ● Make accommodations to enable student access to the curriculum and activities 	<ul style="list-style-type: none"> ● Consult colleagues for additional strategies