

READINGTON PUBLIC SCHOOL DISTRICT

Fourth Grade Social Studies

Authored by: Susan Johnson
Kelly Neuberger

Reviewed by: Mrs. Stacey Brown
Supervisor of Humanities
and
Dr. William DeFabiis
Interim Superintendent

Approval Date:

Members of the Board of Education:

Laura Simon, President
Anna Shin, Vice-President
Wayne Doran
Ray Egbert
Carol Hample
Robyn Mikaelian
Melissa Szanto
Thomas Wallace
Eric Zwerling

Readington Township Public Schools

I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey, and eventually, to an understanding of American traditions, democratic values, and our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN FOURTH GRADE

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Fourth grade students will build on the knowledge from third grade skills in social studies.

In fourth grade, students will learn to understand their world and to have an appreciation for the heritage of America. The focus is on the history and geography of New Jersey and understanding its unique features and characteristics. Students will learn the story of New Jersey from its foundation in colonial America to its cultures and economic significance today. Students will uncover the heritage of New Jersey by examining the influence immigrants and native peoples have had on our culture. Students will explore government of New Jersey by examining its similarities to both our local and national government. Students will engage in a celebration of the great figures and accomplishments unique to New Jersey. Finally, students will learn how the geography of the United States regions contributes to cultural diffusion, population, and economic interdependence.

III. GOALS

This document compiles and harmonizes the New Jersey Student Learning Standards and the 21st Century Life and Career Standards. The standards have been organized by themes of social studies: social studies skills, history, civics, geography, and economics. Standards with bolded sections are shared between grade levels, and the bold portion provides an area of focus.

Social Studies Skills

(Chronological Thinking, Spatial Thinking, Critical Thinking, Presentational Skills)

- o Place key historical events and people in historical eras using timelines (Chronological Thinking)
- o Explain how the present is connected to the past (Chronological Thinking)
- o Determine locations of places and interpret information available on maps and globes (Spatial Thinking)
- o Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. (Spatial Thinking)
- o Distinguish fact from fiction. (Critical Thinking)
- o Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., letters, documents, diaries, maps, photos, etc.) (Critical Thinking)
- o Use evidence to support an idea in a digital, oral, and/written format. (Presentational Skills)
- o Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace. (Presentational Skills)

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and

skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, and analysis of primary sources, charts, and diagrams.

V. SCOPE AND SEQUENCE

	Fourth Grade
Unit 1 September-October 6 weeks	Map Skills/ New Jersey Regions (Geography)
Unit 2 October-December 8 weeks	Key Historic Events in New Jersey (History)
Unit 3 January 4 weeks	U.S. and State Government (Civics)
Unit 4 February 4 weeks	Inventions/Economy (History)
Unit 5 March-April 6 weeks	Immigration/Cultural Diversity
Unit 6 May-June 6 weeks	United States Regions(Geography)

VI. UNITS OF STUDY

Fourth Grade Unit 1
Map Skills/New Jersey Regions
(Geography, People and the Environment)
September/October
6 weeks

Desired Results

Established Goals:

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

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 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.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 major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g. maps, globes, data visualization) can be used to understand cultural differences.

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 play in economic opportunities.**

Understandings:

Students will understand that...

- Active citizens utilize maps to help them make sense of the world around them, including making decisions about settlement, work, and travel.
- Geography, cultural diffusion and economics impacted the lives of students in the early 1800's.

Essential Questions:

- How does the geography, natural resources and climate of a given area affect population, cultural diffusion and economic interdependence?
- How do natural, political, and human influences shape our construction of maps?
- How was the educational experience in the early 1800's similar and different from today's experience in the classroom?

Students will know/learn...

- How to utilize information gathered from digital geographic tools, maps, and globes to better understand how geography impacts population and economic interdependence.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place and time to time.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

Students will be able to...

- Find the absolute location of a given place.
- Measure distance between 2 locations using digital geographic tools, political maps and globes.
- Understand that there are different time zones in our country.
- Compare and contrast information on different types of maps.
- Locate New Jersey on a map and identify its natural resources and major cities.
- Identify the physical characteristics of New Jersey's four regions and understand how the regions were formed.
- Understand New Jersey's climate and identify natural resources in this state.
- Understand how geography, climate, and natural resources affect the economy and population in New Jersey.
- Compare and contrast the educational experience in modern day with reference to school life in the early 1800's.
- 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.

Assessment Evidence

Performance Tasks:

- Students will interpret information from a map based on its features (i.e. map scale, lines of latitude and longitude, legend, compass rose, etc.)
- Students will interpret information from different types of maps (i.e. political, physical, regional, etc.)

Other Evidence:

Review Questions for Harcourt Social Studies New Jersey Unit 1, Lessons 1-3
Teacher created tests and quizzes

Learning Plan

Learning Activities:

- Complete Homework and Practice Workbook pages 1 (absolute location) & p. 2 (latitude and longitude)
- Read Harcourt Social Studies New Jersey Unit 1, Lessons 1-3 and answer review questions
- Reference Harcourt Social Studies New Jersey p. 114-122, R2-R15 (Reading different types of maps)
- Reference Harcourt Social Studies New Jersey p. 150-151 (time zones)
- Complete Harcourt Social Studies New Jersey Homework and Practice Workbook pages 32-33 (time zones)
- BrainPOP: Latitude and Longitude, Map skills, Time Zones, Geography Themes
- Measuring distance using a map scale:
https://video.search.yahoo.com/yhs/search?fr=yhs-adk-adk_sbnt&hsimp=yhs-adk_sbnt&hspart=adk&p=map+scale+videos+for+kids#id=3&vid=d798685b3affcc7fb519dbfe9ab3bb10&action=click
- Map skills: <http://www.watchknowlearn.org/Category.aspx?CategoryID=3352>

- Map scale song: <https://www.youtube.com/watch?v=Xd8gJm5c4CY>
- Students will attend a field trip to Cold Brook School to experience life as a child in the early 1800's. Before attending this event, students will do the following: memorize the names of the 13 colonies and first 7 presidents, be able to reference the "five finger rule", understand the concept of "toeing the line" and recognize the names of classes (such as ornithography, arithmetic, ABC Darians). They will also have an understanding of boys' and girls' chores during that time period. *A study guide is available to help teach this information.*

Professional Resources:

- <http://maps.google.com> (finds locations on a map)
- <http://earth.google.com> (finds locations on a map)
- Harcourt Social Studies New Jersey textbook
- Harcourt Social Studies New Jersey Homework and Practice Workbook
- BrainPop
- *If You Lived in Colonial Times*, by Ann McGovern
- Internet Archive Wayback Machine: <https://archive.org/web/>

**Fourth Grade Unit 2
Key Historic Events in New Jersey
(History, Culture and Perspectives)
October-December
8 weeks**

Desired Results

Established Goals:

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.7 Explain the role Governor William Livingston played in the development of New Jersey government.

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.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.

NJSLS.RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. 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.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

NJSLS.RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

NJSLS.RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLS.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

NJSLS.RF.4.4.A Read grade-level text with purpose and understanding.

NJSLS.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Understandings:

Students will understand

- History of the settlement and colonization of New Jersey.
- European colonization in New Jersey impacted the population of the Lenni Lenape.
- Significant historical events that led to the American Revolution and the founding of our nation.
- Different viewpoints relating to historical events associated with the American Revolution.
- How to prepare a counter-argument when participating in a debate.

Essential Questions:

- How did the colonists' experiences and historical events define New Jersey's role in the American Revolutionary War?
- What were some of the different viewpoints relating to events associated with the American Revolution?

Students will know/learn...

- Explore the colonization of New Jersey and New Jersey's role in the Revolutionary War.
- Key historical events, documents and individuals that led to the development of our nation.
- The exploration and settlement of North America led to changes in the area that is now known as New Jersey.
- To skim and pay attention to recurring subtopics in a text in an effort to build their background knowledge of a given topic.
- To identify the text structure of a nonfiction text
- How identifying the text structure helps the reader understand important parts, organize their reading and take notes from the text.
- The importance of paying attention to the who, where and when while reading a nonfiction text when organizing new knowledge gained in a text.
- The skill of reading a chunk of text and pausing to talk it over in their mind before recording important parts.
- To synthesize information about a key subtopic while reading an overview text, then reading across several sources about that one subtopic, and thinking about how the new information fits with what they have already read.
- To pay close attention to details that reveal tone and point of view while researching a topic.
- Particular strategies to read primary source documents.
- To pay careful attention to multiple points of view, so that they can try to form a more complete understanding of what happened in the past.

- To study historical evidence to determine their own point of view, and then analyze the evidence to figure out how to make it support their point of view.
- To research both sides of an issue, present their position effectively with reasons and evidence and rebut the position of their opponent.
- Strategies that are helpful when making sense of a complex topic. These strategies include: previewing the text closely, read a section, paraphrase what was read, and notice whether it goes with what they have read before or introduces something new.
- There are specific places in a nonfiction text where an author often reveals important information related to the main idea: introductions, conclusions, and text features.
- When readers approach a new word, they not only learn the definition of it, but also work to understand the word and how it is used at a deeper level

Students will be able to...

- Explain why European colonists settled in New Jersey and understand how colonization impacted the Lenni Lenape people.
- Explain how key events led to the creation of the United States and the state of New Jersey.
- Explain the role that Governor William Livingston played in the development of New Jersey's government.
- Determine the significance of New Jersey's role in the American Revolution.
- Research a point of view relating to a specific event relating to the American Revolution and defend this point of view in a debate.

Assessment Evidence

Performance Tasks:

- Research a specific historical event or individual from the American Revolution.
- Analyze primary sources relating to the American Revolution.
- Research different points of view of a specific event related to the American Revolution.
- Prepare for a class debate in which students will defend a specific point of view relating to an event from the American Revolution.

Other Evidence:

- Review questions for Unit 1, Lesson 4 and Unit 2, Lessons 1-4 in Harcourt Social Studies Teacher's Edition.
- Teacher created tests and quizzes
- Notes taken during research of American Revolution
- Journal entries in Reading Response Journal

Learning Plan

Learning Activities:

- Read Unit 1, Lesson 4 in Harcourt New Jersey Social Studies textbook on The Lenape focusing on how colonization impacted the Lenni Lenape people
- View Lenape Lifeways videos
- Read Unit 2, Lessons 1-4 in Harcourt New Jersey Social Studies textbook
- Complete Homework and Practice worksheet pages 5, 6, 10, 11, 12, 13, & 14
- View BrainPop videos: Thirteen Colonies, American Indians, Causes of American Revolution, American Revolution, George Washington, Ben Franklin, French and Indian War, Declaration of Independence, Constitutional Convention, Articles of Confederation, Thomas Jefferson,
- ABC's of the American Revolution Project (Pinterest)
- Read about how William Livingston impacted the government of New Jersey and the United States of America: <http://revolutionarynj.org/rev-neighbors/william-livingston/>
<https://www.youtube.com/watch?v=QWbdB1O4eWw>
- Stories of the American Revolution <http://revolutionarynj.org/the-stories/>

- View short videos relating to American Revolution on Discovery Education website: <http://www.discoveryeducation.com/>
- Teach lessons in Grade 4, Unit 3 Reading History: *The American Revolution*/Units of Study for Teaching Reading by Lucy Calkins.

Professional Resources

- Harcourt Social Studies New Jersey textbook
- Brainpop.com
- Lenape Lifeways and William Livingston videos (YouTube)
- *If You Lived at the Time of the American Revolution*, by Kay Moore
- *If You Lived in Colonial Times*, by Ann McGovern
- Colonial Times and American Revolution interactive websites: <http://interactivesites.weebly.com/revolutionary-war.html>
- Discovery Education website: <http://www.discoveryeducation.com/>
- (<http://revolutionarynj.org/rev-neighbors/william-livingston/>
<https://www.youtube.com/watch?v=QWbdB1O4eWw>
- Stories of the American Revolution <http://revolutionarynj.org/the-stories/>
- Teach lessons in Grade 4, Unit 3 Reading History: *The American Revolution*/Units of Study for Teaching Reading by Lucy Calkins.
- Internet Archive Wayback Machine: <https://archive.org/web/>

Fourth Grade Unit 3 U.S. and State Government/ Civil Rights (Civics, Government, and Human Rights)

January

****Teachers may choose to teach this unit in late October/ early November in
years of Gubernatorial or Presidential elections**

4 weeks

Desired Results

Established Goals:

- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks 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.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy and describe 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 (e.g., fairness, civil rights, human 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 local activism in subsequent generations.**

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of our country depend upon all citizens exercising their civic responsibilities at the community, state, **national and global levels**.

6.1.4.A.12 Explain the process of creating change at the local state or **national level**.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Understandings:

Students will understand that...

- Active citizens exercise their rights and responsibilities, as outlined in the U.S. Constitution, by participating in the democratic processes.
- The organization of the federal government is based on the framework outlined in the U.S. Constitution.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- What is the process for creating a law?

Students will know/learn...

- About the structure and responsibilities of government in their town, state and nation.
- How individuals and groups have responded to violations of Constitutional rights to create social change in our country.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States is a democratic system that requires the active participation of its citizens.

Students will be able to...

- Explain how rules and laws are created by community, state, and national governments to protect the rights of people, help resolve conflicts and promote the common good.
- Distinguish the roles and responsibilities of the three branches of the national government.
- Explain how national and state governments share power in the federal system of government.
- 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.
- Explain the importance of the role Martin Luther King, Jr. and other civil rights leaders played in the social changes that took place in America.
- Identify social activism taking place today and explain how these movements connect to the civil rights movements and civil rights leaders of the 1960's.
- Explain the steps for creating change at the national level.
- Identify local issues and potential solutions in our school and community.

Assessment Evidence

Performance Tasks:

- Students will create a foldable graphic organizer showing the three branches of government, the duty of each branch, and indicate how each branch checks on and balances the other.
- Students will participate in a debate during which they will take on the role of the Constitution writers and discuss the reasons the government should/should not be separated into three branches.
- Group action plan to inform school/community members about an important issue

Other Evidence:

- Review questions for Harcourt States and Regions Social Studies textbook: Unit 1, Chapter 2, Lesson 2.
- Review questions for Harcourt New Jersey textbook Unit 4, Lessons 1-2 and Unit 3, Lesson 4.
- Teacher created tests and quizzes.
- Draw, label and color a tree diagram showing the three branches of government.
- Create an acrostic explaining the duties of the three branches of government with the words E-X-E-C-U-T-I-V-E, L-E-G-I-S-L-A-T-I-V-E, and J-U-D-I-C-I-A-L.
- Write a song explaining the three branches of government and their duties.
- Write two paragraphs explaining why the writers of the Constitution felt it was necessary to separate the powers of the government and set up a system of checks and balances.
- Write a letter to the editor of a newspaper published around 1787 indicating your concerns that the newly formed federal government might have too much power and why you agree with the writers of the Constitution that separation of powers and a system of checks and balances is needed.
- Create a flyer that could have been used to get support for the writers of the Constitution as they tried to meet and discuss how to keep the new government from being just another monarchy like in England.
- Venn diagram comparing the Articles of Confederation and the U.S. Constitution.
- Students will create a graphic organizer flow chart using Inspiration.
- Write a help wanted ads for members of the branches of government.

Learning Plan

Learning Activities:

- Read Harcourt New Jersey Social Studies textbook: Unit 4, Lessons 1-2 (branches of government, state and local government) and Unit 3, Lesson 4 (civil rights)
- Read Harcourt States and Regions Social Studies textbook: Unit 1, Chapter 2, Lesson 2
- Complete Homework and Practice workbook pages 15
- View BrainPop videos: U.S. Constitution, Bill of Rights, Branches of Government, Supreme Court, Presidential Power, How a Bill Becomes a Law, Democracy

- Flip book on the Three Branches of Government. Students may refer to *The U.S. Constitution and You*, *How the U.S. Government Works*, *The Bill of Rights*, by Syl Sobel
- Class Trip to the State House in Trenton. Refer to Harcourt New Jersey Social Studies textbook p. 160-161
- Booklet on the U.S. Constitution
- Read Harcourt Social Studies New Jersey textbook Unit 4 Lesson 1 (National Government) and Lesson 2 (State Government)
- Branches of Government Resources
http://www.internet4classrooms.com/grade_level_help/governance_civics_branches_of_government_fourth_4th_grade_social_studies.htm, www.cpresa.org/sghp/pages/documents/Government.DOC
<http://errob4instructionaltech.wikispaces.com/Lesson+Plan+for+US+Government+in+Fourth+Grade>
- Discover Education: <http://www.discoveryeducation.com/>
- U.S. Government interactive websites: <http://interactivesites.weebly.com/social-studies.html>
- Games to review branches of government:
http://www.sheppardsoftware.com/usa_game/government/index.htm
- Read picture books about Americans who have fought for equal rights in America (i.e., Martin Luther King, Jr, Rosa Parks, Ruby Bridges, Susan B. Anthony) and relate their stories to the U.S. Constitution
- View the movie, *Our Friend Martin*, and discuss how people responded to violations of Constitutional rights to create social change in our country.

Professional Resources

- Branches of government websites:
http://www.internet4classrooms.com/grade_level_help/governance_civics_branches_of_government_fourth_4th_grade_social_studies.htm
- www.cpresa.org/sghp/pages/documents/Government.DOC
- <http://errob4instructionaltech.wikispaces.com/Lesson+Plan+for+US+Government+in+Fourth+Grade>
- Congress for Kids website: http://www.congressforkids.net/games/billofrights/2_billofrights.htm
- Branches of Government game:
http://www.sheppardsoftware.com/usa_game/government/index.htm
- U.S. Government interactive websites: <http://interactivesites.weebly.com/social-studies.html>
- Harcourt Social Studies New Jersey textbook/Homework and Practice workbook
- Brainpop and Brainpop Jr.
- *The U.S. Constitution and You*, by Syl Sobel
- *How the U.S. Government Works*, by Syl Sobel
- *The Bill of Rights*, by Syl Sobel
- *Our Friend Martin* DVD
- Internet Archive Wayback Machine: <https://archive.org/web/>

Fourth Grade Unit 4
 Inventions/Economy
 (Economics, Innovations, and Technology)
 February
 4 weeks

Desired Results	
<p>Established Goals:</p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers</p> <p>6.1.4.C.4 Describe how supply and demand influence price and output of products</p> <p>6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society</p> <p>6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>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.</p> <p>9.1.4.D.1 Determine various ways to save.</p> <p>9.1.4.D.2 Explain what it means to “invest.”</p> <p>9.1.4.D.3 Distinguish between saving and investing</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p> <p>9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.</p>	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • New Jersey inventors have developed inventions to improve our lifestyle, access information, provide transportation and create new products. • Entrepreneurs must consider supply and demand and the specialization in the production of goods and services when marketing a product. 	<p>Essential Question:</p> <ul style="list-style-type: none"> • How do inventions impact our society? • What makes an entrepreneur successful in today’s economy?
<p><i>Students will know/learn:</i></p> <ul style="list-style-type: none"> • Inventions impact our society. • How entrepreneurs market products in a capitalistic society. • Economics is a driving force for the occurrence of various events and phenomena in societies. • Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. • Economic opportunities in New Jersey, other states, and around the world are related to the availability of resources and technology. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Differentiate between a discovery and invention. • Identify that an invention starts with an idea and explain that a successful invention should make things easier and more efficient. • Research the life and accomplishments of a New Jersey Inventor and present findings to peers. • Differentiate between inventors and entrepreneurship. • Understand the concept of supply and demand and how it affects price and output of products. • Explain the relationship between consumers and producers. • Explain how specialization can impact goods and services. 	
Assessment Evidence	
Performance Tasks:	Other Evidence:

- Using an invention/ innovation (which was designed in Innovation and Design class), students will create an advertisement, slideshow, persuasive essay or commercial to market this product. (View slideshow before marketing project)
<http://drumthwacket.org/education/eureka-invention-and-innovation-in-new-jersey-learning-module/>

- Review questions for States and Regions textbook: Unit 1, Chapter 2, Lesson 3 (United States Economy)
- Review questions for Harcourt New Jersey textbook: Unit 2, Lesson 5 (Inventions) and Unit 3 Lesson 2 p. 112-114, 117 (New Jersey Inventors), Unit 4 Lesson 3 (New Jersey's Economy)
- Participation in Invention Convention (encouraged but not required)
- Participation in discussions regarding innovation
- Develop a presentation to share information about a New Jersey inventor and his or her creation(s). This information can be in the form of a pamphlet, poster, slideshow presentation, essay or any other presentation format.

Learning Plan

Learning activities:

- Read the Harcourt States and Regions textbook: Unit 1, Chapter 2, Lesson 3 (United States Economy)
- Read Harcourt New Jersey textbook: Unit 2, Lesson 5 (Inventions) and Unit 3 Lesson 2 p. 112-114, 117 (New Jersey Inventors), Unit 4, Lesson 3 (New Jersey's Economy)
- Define invention and discovery and have student sort items (as named on individual index cards) as either an invention or discovery
- Read about American inventors. Focus on inventors who impacted transportation and communication http://www.ducksters.com/biography/scientists/scientists_and_inventors.php
- Read about New Jersey inventors on New Jersey Inventors Hall of Fame website (<http://www.njinvent.org/publications.html>). Reflect on the following questions: How have these inventions impacted our lives? Society? What would our lives be like without these inventions? What impact did these inventions have on our economy? How did these inventors impact communication? How did these inventors impact transportation?
- Read about New Jersey inventors by referencing interactive New Jersey Inventors Map <http://drumthwacket.org/education/eureka-student-site/>
- Research a New Jersey inventor. Some notable New Jersey inventors are: Charles Brooks, Bessie Blount, Earle Dickson, Alfred Fielding, Marc Chavannes, Lillian Gilbert, John Philip Holland, Les Paul, Alice Parker, Roy Plunkett, Abram Spanel, John Stevens, Dr. John Thompson-Dorrance and Norman Joseph Woodland. Reference the following link for information on each inventor: https://docs.google.com/document/d/1t_fGiH4H8qc-pkXUYkq8D-eKhSfyRlFq_Z4Zyy-Q_Hg/edit?ts=58a484b5 or you can reference information on Amazing New Jersey Inventors (Reference list under TEACHER TOOLBOX heading on left side of screen) <http://drumthwacket.org/education/eureka-invention-and-innovation-in-new-jersey-learning-module/lesson-2-history-of-invention-discovery-in-new-jersey/>
- Play interactive games to reinforce knowledge about New Jersey inventors <http://drumthwacket.org/education/eureka-student-site/>
- Develop a presentation to share information about this inventor and his or her creation(s). This information can be in the form of a pamphlet, poster, slideshow presentation, essay or any other presentation format.
- Read about inventions that happened by mistake. Reference the following website for examples of this type of invention <http://mag.amazing-kids.org/non-fiction/stories/inventions-that-were-mistakes/>
- Interview parents to learn about what inventions were developed in their lifetime. During the interview, students complete a chart explaining why the invention was made and how life was different after the invention.

- Read *Timeline History of Bicycles* (<https://www.exploratorium.edu/cycling/timeline.html>). Create a timeline of the changes that were made in the first bicycle to the one they are riding today. Create a Venn Diagram to compare bicycles in the past to present day bicycles.
- Brainpop videos: Benjamin Franklin, Thomas Edison, George Washington Carver, Wright Brothers and Leonardo Da Vinci, Industrial Revolution, Supply and Demand
- *What are Goods and Services*, by Carolyn Andrews: Read the following chapters: Introduction to economics, Where do goods come from?, Services/Public or Private, Specialization
- *What is Supply and Demand*: Supply and Demand (p. 4-7, 10-15)
- Discovery Education website for short videos about inventors and economy
<http://www.discoveryeducation.com/>
- Many additional lessons and resources can be found at
<http://drumthwacket.org/education/eureka-invention-and-innovation-in-new-jersey-learning-module/>

Professional Resources

- Discovery Education website <http://www.discoveryeducation.com/>
- Eureka! Invention and Innovation in New Jersey Learning Module
<http://drumthwacket.org/education/eureka-invention-and-innovation-in-new-jersey-learning-module/>
- *What are Goods and Services*, by Carolyn Andrew
- *What is Supply and Demand?*
- Harcourt New Jersey Social Studies textbook
- Harcourt States and Regions Social Studies textbook
- New Jersey Inventors Hall of Fame website <http://www.njinvent.org/publications.html>
- Biographies of Scientists and Inventors
http://www.ducksters.com/biography/scientists/scientists_and_inventors.php
- Internet Archive Wayback Machine <https://archive.org/web/>

Fourth Grade Unit 5 Immigration and Cultural Diversity (History, Culture, and Perspectives) March/ April 6 weeks

Desired Results

Established Goals:

- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges.
- 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 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.9 Explain the impact of transAtlantic slavery on New Jersey, the nation, and individuals.

6.1.4.D.11 Determine how local and state communities have changed over time and explain the reasons for changes.

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.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.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Understandings:

Students will understand that...

- Active citizens respect different viewpoints and take actions that result in a more just and equitable society.
- Immigrants faced a multitude of challenges when arriving from Europe from 1880-1920.

Essential Questions:

- How can the study of multiple perspectives, beliefs systems and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- Why do people decide to immigrate to new countries?
- What challenges do immigrants face, and how do they overcome them?

Students will know/learn...

- About the immigrant experience including push/pull factors, cultural contributions and the process of becoming an American citizen.
- About how various cultures and belief systems helped to create this country.
- The importance of accepting people's individual perspectives based on various cultures.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- Key historical events, documents and individuals led to the development of our nation.
- Immigrants come to New Jersey and the United States for various reason and have a major impact on the state and the nation.
- Personal, family and community history is a source of information for individuals about the people and places around them.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

Students will be able to...

- Explain why people immigrate to the United States.
- Describe the process of becoming a citizen.
- Appreciate cultural differences and beliefs in our society.
- Explain the impact of transAtlantic slavery on New Jersey, the nation, and individuals.
- Identify reasons why individuals immigrate today.

- Identify challenges immigrants today face.
- Identify actions that may be unfair or discriminatory and propose solutions.
- Examine the Holocaust and genocide through a lens of basic moral issues.
- Explain how an understanding of the Holocaust can help students identify the ramifications of prejudice, racism, and stereotyping in any society,

Assessment Evidence

Performance Tasks:

- Write a journal entry from the point of view of a child their age who went across the Atlantic Ocean to go to Ellis Island.
- Interview an immigrant and present this person's story to the class.

Other Evidence:

- Scholastic Ellis Island WebQuest
- Analysis of primary documents from the Tenement Museum
- Participation in class discussions about cultural identity and diversity
- Review questions for Harcourt Jersey textbook Unit 4, Lesson 4
- Review questions for the Harcourt States and Regions textbook, Unit 1, Chapter 2, Lesson 1

Learning Plan

Learning Activities:

- Read the Harcourt States and Regions textbook, Unit 1, Chapter 2, Lesson 1
- Read Harcourt New Jersey textbook, p. 115-116, 118-119, Unit 4, Lesson 4
- Website: The Immigration Experience: A 4th Grade Unit including lessons, resources and related websites (note slideshows that focus on immigrants' push/pull factors):
<http://www.tec-coop.org/lesson-plan/immigration-experience-4th-grade-unit>
- Compare the push and pull factors of immigrants from different countries.
- Related Websites:
 - The Tenement Museum, Lessons using primary sources:
http://tenement.org/education_lessonplans.html
 - Ellis Island Museum: <https://www.nps.gov/elis/index.htm>
- Ellis Island virtual Field Trip: <http://teacher.scholastic.com/activities/immigration/webcast.htm>
- Interactive Tour of Ellis Island. Complete questions to help guide students through the website:
<http://teacher.scholastic.com/activities/immigration/tour/index.htm>
- Meet Young Immigrants. Listen to stories of children who have immigrated to U.S. and note push/pull factors, challenges and cultural contributions to this country:
http://teacher.scholastic.com/activities/immigration/young_immigrants/
- Read and interpret immigration data. Read graphs and download questions to analyze data:
(http://teacher.scholastic.com/activities/immigration/immigration_data/)
- Harcourt Homework and Practice Book p. 39-40
- Brainpop: Slavery, Immigration and Citizenship
- Holocaust Education: <http://www.nj.gov/education/holocaust/curriculum/>

Professional Resources

- Stories of Yesterday and Today (Preview ahead of time for appropriate tour items. Very interesting site for students. <http://teacher.scholastic.com/activities/immigration/tour/Immigration>
- <http://www.tec-coop.org/lesson-plan/immigration-experience-4th-grade-unit> (Grade 4 immigration unit)

- <https://www.nps.gov/elis/index.htm> Ellis Island Museum
- <https://www.youtube.com/watch?v=5ZQl6XBo64M> Schoolhouse Rock- “The Great American Melting Pot”
- Websites with additional lessons and activities
http://www.broward.k12.fl.us/corecurriculum/tahgrant/resources/20_Century/Wilson.pdf,
http://www.socialstudies.com/pdf/ZP394sample_ImmigrationTG.pdf
- Tenement Museum (lessons and activities based on primary documents)
http://tenement.org/education_lessonplans.html
- Internet Archive Wayback Machine <https://archive.org/web/>

Possible Read Alouds:

- *Emma's Poem: Voice of the Statue of Liberty* by Linda Glaser
- *If Your Name Was Changed at Ellis Island*, by Ellen Levine
- *Ellis Island An Interactive History Adventure*, by Michael Burgan
- *Ellis Island National Geographic Kids* by Elizabeth Carney
- *What Was Ellis Island?* by Patricia Brennan Demuth
- *Immigrant Kids* by Russell Freedman (Level W) (Lexile Level: 1050) Link for teacher resources:
<http://trpub.booksources.com/TeacherResources/TitleLevel/B508B56A-BCDD-42ED-9783-05ED69EF4B93>

Fourth Grade Unit 6
United States Regions
(Geography, People, and the Environment)
May/ June
6 weeks

Desired Results

Established Goals:

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 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.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 major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualization) can be used to understand cultural differences.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Understandings:
Students will understand that...

Essential Questions:

<ul style="list-style-type: none"> Landforms, climate, and availability of resources impact population, cultural differences and how people live in different regions of the United States. Different types of maps offer a variety of information about locations. 	<ul style="list-style-type: none"> How does the diversity of the landscape and climate in the United States affect its population and its cultural differences?
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> How landforms, climate and natural resources impact the population of a given area. How different types of maps provide a variety of information about different regions. Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environment on Earth. Places can be jointly characterized by their physical and human properties. Regions form and change as a result of unique physical/ecological conditions, economics and cultures. Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Read and interpret different kinds of maps. Identify natural resources of a region and understand how the abundance of these resources impact a region's economy. Understand how a region's physical characteristics can impact population and economy. Understand how the location of a region can impact cultural diversity. Identify an environmental issue connected to climate or natural resources and propose possible solutions. 	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Answer the review questions at the end of each lesson in <i>Harcourt Social Studies States and Regions Book</i>. Answer questions relating to students' Regions Google Slide Shows. After viewing classmates' Google Slide Shows, create a Venn Diagram to compare two regions. Given a specific region, research the top five resources of each state and create a land use and products map. (See p. 77 in the Harcourt States and Regions book for an example of map)
<p style="text-align: center;">Learning Plan</p>	
<p>Learning Activities:</p>	

- Read books in *A True Book Regions* series (Scholastic). Focus on Chapter 1 (landforms), Chapter 2 (people of the regions, population/culture) and Chapter 4 (resources and economy).
- Create Venn Diagrams comparing natural resources and landforms.
- Create a chart to outline a region's physical characteristics, natural resources and businesses in industry associated with this characteristic. (For example: Mountains-mining, oceans-tourism, fishing)
- Discuss how climate in a given region impacts population.
- Create and present a Google Slide Show highlighting the region's physical characteristics, resources, industries and climate.
- Reference *Harcourt Social Studies States and Regions Book*: Unit 2: Northeast, Unit 3: Southeast, Unit 4: Midwest, Unit 5: Southwest, Unit 6: West

Professional Resources:

- *A True Book: The West*, by Meachen Rau (Scholastic)
- *A True Book: The Midwest*, by Meachen Rau (Scholastic)
- *A True Book: The Southwest*, by Meachen Rau (Scholastic)
- *A True Book: The Northeast*, by Meachen Rau (Scholastic)
- *A True Book: The Southeast*, by Meachen Rau (Scholastic)
- *Harcourt Social Studies States and Regions Book*
- <http://www.discoveryeducation.com/>
- Internet Archive Wayback Machine <https://archive.org/web/>

Bibliography

Understanding by Design by Wiggins, Grant. & McTighe, Jay. Association for Supervision and Curriculum Development, 2004.

Harcourt States and Regions textbook

Harcourt New Jersey textbook

New Jersey Commission on Holocaust Education Curriculum