

Social Studies

GRADE 4



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Orange Township Public Schools

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Office of the Superintendent



Social Studies Grade 4

Course Description:

The fourth grade social studies curriculum centers on the regions of the United States with specific emphasis on the geography, government, history, and economics of New Jersey. Climate change and its impact on human migration, technology, and perspectives are embedded throughout the curriculum. Likewise, Amistad and Holocaust Studies are included in each unit with emphasis on civics, government, human rights, culture, and perspectives. Grade four lays the foundation for the fifth grade Civics curriculum.

Scope and Sequence

Timeline	Concepts
Marking Period 1	Geography, People and Environment: <i>Land and regions of the US and NJ, Weather and climate, Regions and resources, People and the land</i>
Marking Period 2	Civics, Government and Human Rights: <i>Citizens Follow Rules and Laws, Our Government, Governments Around the World</i> Economics, Innovation, and Technology: <i>Needs, Wants, and Choices, Food Producers, Producing and Consuming Goods, Challenges Producers Face</i>
Marking Period 3	Civics, Government and Human Rights: <i>What Makes a Hero, Heroic Leaders, Heroes Who Inspire Change, Heroic Helpers</i> Economics, Innovation, and Technology: <i>Heroes in Science, How we can make a difference</i>
Marking Period 4	History, Culture, and Perspectives: <i>Culture is Our Way of Life, Cultures in Our Country, American Stories, American Holidays</i>

Unit 1		Grade(s)	4
Unit Plan Title:	Unit 1: The Geography of New Jersey		
Overview/Rationale			
The focus of this unit is on understanding the geography of the state of New Jersey and other regions of the United States. Students will learn about the different types of regions in New Jersey and beyond and their characteristics. They will also begin to understand how the climate and weather play a role in where people live and work, as well as analyzing how people can have a positive and negative influence on the environment.			
New Jersey Student Learning Standards- Social Studies			
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.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.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).			
6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.			
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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration			
6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.			
Career Readiness, Life Literacies, and Key Skills			
.4.5.CT.4 Apply critical thinking and problem –solving strategies to different types of problems (e.g., personal, academic, community, global.)			
9.4.5.TL.5 Collaborate digitally to produce an artifact.			
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.			
9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.			
9.4.2.TL.2: Create a document using a word processing application.			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g.,			

SL.2.5.).

Technology/Computer Science and Design Thinking
8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.
8.2.5.ETW.1 Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Interdisciplinary Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century Skills: Check all that apply

x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

How does geography affect our lives?

How does the geography of New Jersey and the US affect how people live, work, and play?

How do people live, work, and use natural resources in the four regions of New Jersey and the five regions of NJ?

How do human actions affect the environment in New Jersey and the United States?

Enduring Understandings

Students will investigate and understand that:

Geography impacts where people live, what natural resources are available, what technology needs to be used, and the weather and climate for plants, animals, and humans.

Geography affects where people live, work and prepare for climate changes.

Regions provide different natural resources and have different climates.

Human actions have positive and negative impacts on the environment.

Student Learning Targets/Objectives

Describe how geography affects where people live and work
 Compare characteristics of U.S. regions based on physical environment to understand the concept of regionalism.
 Explain why some locations are more suited for settlement than others
 Identify major cities and explain how maps can be used to understand tangible and intangible differences
 Compare ways people use and divide natural resources
 Describe how human interaction impacts the environment
 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work
 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
 Analyze how climate change has affected regions of the US and NJ.
 Create a video advertisement to show the natural beauty of the US or NJ.

Assessments

Pre Assessment: District SGO Assessment of Prior Knowledge
 Formative Assessments: Chapter Review and Assessment Turn and Talks, Checklists, Use of Smart Responders, Teacher Created Exit Tickets, Student Work Text Pages for the chapter, portfolios
 Summative Assessments: ongoing projects, chapter tests (www.myworldsocialstudies.com)

Teaching and Learning Actions

Instructional Strategies D:

- Reading aloud
- Graphic organizers
- Reading study guides
- one-on-one instruction
- class website (Google classroom)
- Handouts
- Definition list
- Small learning group
- Inclusion of more visuals and films
- Think-Pair-Share
- More rigorous rubrics
- Multimedia projects
- Student led classroom instruction

Students with a 504: Adhere to all modifications and health concerns stated in 504 plan.

Learning Centers/Stations

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.

Independent Study

Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.

Differentiation/Leveled Instruction

Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.

Tic Tac Toe/Choice Board Assignments

Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.

Individual Contracts

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

Four Corners

The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all

	<p>students and allows the teacher to see what everyone in the class knows about the content that is being taught.</p> <p>Learning Response Logs</p> <p>Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content.</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p>Project-Based Unit Lesson: (Regions worktext)</p> <p>Begin with the Quest Kick Off Mission: Create and perform in a video advertisement to show the natural beauty and what fun recreational activities people can do. Convince them to come to your state.</p> <ul style="list-style-type: none"> • Chose a region in NJ or the US to focus on. Research natural features and recreational activities. • Watch travel videos and research the climate for your region. • Begin looking for connections during the unit to create your video as we work through Unit 1. • At the end of the unit, create your video advertisement in FlipGrid. <ul style="list-style-type: none"> A. Write the name of the region and use a graphic organizer to write details about the natural features, climate and recreational activities. B. Write a Script form your organizer that will be the audio part of your ad that you will read. C. Share your script with a partner for revisions and editing suggestions and do the same for him/her. D. Create a poster background for filming. D. Use the Flip Grid link to shoot your ad. <p>Discover New Jersey (NJ Worktext)</p> <ul style="list-style-type: none"> • myStory Spark • watch and discuss myStory Video (students will look at images of water, soil, and other resources found in Batsto Village to explain why each resource was valuable to the people living there) • complete Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • students will analyze a political map of the U.S. to identify different boundary lines between states • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>New Jersey's Four Regions (NJ Worktext)</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Have students compare and contrast features of two regions of their choice • Write about one region you could see yourself living in an explain why based on its characteristics • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>Land and Regions in the United States (Regions worktext)</p> <ul style="list-style-type: none"> • Landforms: Explore the landforms and bodies of water in the region you chose for your project • Population: Research the population of the region you chose. How does it

	<p>compare to other regions? https://www.census.gov/programs-surveys/geography/data/interactive-maps.html</p> <ul style="list-style-type: none"> • Boundaries and Borders: What natural boundaries border your region? <p>Weather and Climate: (Regions worktext)</p> <ul style="list-style-type: none"> • What is the climate in the region you chose for your project? • Think about what factors of that climate may attract people to it. <p>Regions and Resources: (Regions worktext)</p> <ul style="list-style-type: none"> • What resources can be found in your project region? • How are the resources being protected? <p>People and Land:</p> <ul style="list-style-type: none"> • Who are the indigenous people of your region? • What technology is being used to save resources in your region? • What activities are there in your region for people to participate in? <p>New Jersey's Environment</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Choose a graphic organizer and record problems the environment faces with air pollution, water pollution, and loss of open space; write a solution for each problem • Digital Presentation (www.mworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>*21st Century Skill: Collaboration and Creativity (Solve Problems)</p> <ul style="list-style-type: none"> • Reading of the lesson • Try it! Activity • Create a poster showing one way people can work together to keep New Jersey beautiful and write to tell why people should be concerned about this issue <p>*Small Group Instruction (Leveled Readers):</p> <ul style="list-style-type: none"> • Cornelius Vanderbilt, Builder of Railroads (Below Level) • The Business Empire of Cornelius Vanderbilt (On Level) • Cornelius Vanderbilt: American Entrepreneur (Advanced Level) <p>Amistad Read Alouds:</p> <p>Cline-Ransome, Lesa Satchel Paige 2002</p> <p>Curtis, Christopher Paul The Watsons Go to Birmingham - 1963 2000</p> <p>Davis, Ossie Escape to Freedom: A Play About Young Frederick Douglass 1990</p> <p>Dawson, George and Glaubman, Richard Life is So Good 2002</p> <p>Farmer, Nancy A Girl Named Disaster 1998</p> <p>Fenner, Carol Yolanda's Genius 1997</p> <p>Flournoy, Valerie The Best Time of Day</p> <p>Freedman, Russell The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights 2004</p>
Experiences (virtual and live field trips)	<p>Drumthwacket (Governor's Mansion)</p> <p>354 Stockton Street</p> <p>Princeton, New Jersey</p> <p>Telephone #: 609-683-0057</p> <p>Cost: Free</p> <p>Website: www.drumthwacket.org</p> <p>Batsto Village</p>

	31 Batsto Road Hamilton, New Jersey Telephone #: 609-56-10024 Cost: free Website: www.njparksandforests.org
Resources	
<ul style="list-style-type: none"> • Google Maps • Savvas My World Social Studies New Jersey Teacher's Guide: NJ and Interactive Regions • Savvas My World Social Studies Leveled Reader Lesson Plans Book • Savvas Student Worktexts: NJ and Regions • My Story Video • myStoryBook • Digital Presentations • My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets) • Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book) • New Jersey History Kids (www.historykids.nj.gov) • www.spellingcity.com • The Need for Geography: The Amistad Lesson http://www.njamistadcurriculum.net/history/unit/social-studies-skills/content/3465/7076- 	
Pacing/ Time Frame:	7 weeks

Unit II	Social Studies	Grade(s)	4
Unit Plan Title:	Unit 2: Early Peoples		
Overview/Rationale			

The focus of this unit is learning about the culture of the Native Americans of New Jersey and how their culture is still evident in today's society. Students will also learn about the Europeans and different reasons why they came to New Jersey. They will also be able to describe how the Europeans were able to take over the colony. Students will explore the different views about land among the Europeans and Lenape. They will learn about different groups that opposed slavery and those that decided to own slaves that were coming from Africa. The indigenous people of NJ will be compared to the indigenous people of the Southwest.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4 Apply critical thinking and problem –solving strategies to different types of problems (e.g., personal, academic, community, global.)

9.4.5.TL.5 Collaborate digitally to produce an artifact.

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

New Jersey Student Learning Standards: Social Studies

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Technology/Computer Science and Design Thinking

8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ETW.1 Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Interdisciplinary Standards

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Skills: Check all that apply

x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving

	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How does migration affect indigenous people?
- How do conflicts affect human migration and ways of living?

Enduring Understandings

Students will discover that:

- People leave their homelands and resettle elsewhere for many reasons.
- When group settle in an area, they bring new ideas and ways of life.
- The arrival of new groups to an area can lead to conflict.

Student Learning Targets/Objectives

6.1.5.CivicsDP.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.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 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.

Assessments

Formative Assessments: Chapter Review pgs. 53-55, Turn and Talks, Checklists, Teacher Created Exit Tickets

Summative Assessments: Unit Assessment, Chapter Assessments

Authentic: Research presentation on the Delaware, Hopi, Zuni, Pueblo, and/or Navajo Nations experiences with Europeans

Teaching and Learning Actions

Instructional Strategies

D:

Learning Centers/Stations

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to

-Reading aloud	provide instruction and assistance when needed.
-Graphic organizers	Independent Study
-Reading study guides	Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.
-one-on-one instruction	Differentiation/Leveled Instruction
-class website (Google classroom)	Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.
-Handouts	Tic Tac Toe/Choice Board Assignments
-Definition list	Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.
-Small learning group	Individual Contracts
-Inclusion of more visuals and films	The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.
-Think-Pair-Share	Four Corners
-More rigorous rubrics	The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is being taught.
-Multimedia projects	Learning Response Logs
-Student led classroom instruction	Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content

Activities: Including G/T, SE, and ELL
Differentiation
Special Education
Students:
Adhere to all modifications and health concerns stated in IEP first and foremost.

-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

Discover Native Americans of New Jersey and the Southwest

- myStory Spark
- watch and discuss myStory Video (students will make a list of reasons why people would migrate to a new land to write a journal entry from the point of view of a person who is leaving, explaining in detail why they decided to move)
- complete Envision It Activity
- Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson
- students will use a graphic organizer to categorize information on life in Lenape villages
- Digital Presentation (www.myworldsocialstudies.com)
- Vocabulary Games (www.spellingcity.com)

The Southwest's Past: Investigate the indigenous people of the Southwest (Regions worktext)

Europeans Arrive

- Envision It Activity
- Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson
- Students will compare/contrast East Jersey and West Jersey using a two column chart
- Digital Presentation (www.myworldsocialstudies.com)
- Vocabulary Games (www.spellingcity.com)

*21st Century Skill: Interpreting Timelines

- Reading of the lesson
- Try it! Activity
- Have students look at both timelines, name an event on the timeline on pg. 45 that could not have happened unless a certain event on the pg. 44 timeline happened

Spaniards arrival in the Southwest (Regions worktext)

The results to the indigenous people's way of life
Natural resources

Three Worlds Meet

- Envision It Activity
- Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson
- Students will write newspaper editorials opposing the practice of slavery as if they were living in colonial New Jersey, using facts from the text to support their position
- Digital Presentation (www.myworldsocialstudies.com)
- Vocabulary Games (www.spellingcity.com)

PBL: Research any of the indigenous groups from this unit. Create a digital presentation of the region, natural resources, European entry, changes to the indigenous culture. Present to the class.

*Small Group Instruction (Leveled Readers):

- Abigail Adams: First Lady (Below Level)
- Abigail Adams: From the Revolution to the White House (On Level)

	<ul style="list-style-type: none"> Abigail Adams: advocate for Women (Above Level) <p>Amistad Read Alouds:</p> <p>Grimes, Nikki Danitra Brown Leaves Town 2002</p> <p>Hamilton, Virginia Cousins 1992</p> <p>Sanders, Nancy I. D is For Drinking Gourd 2007</p> <p>Somervill, Barbara A. Amistad Mutiny: Fighting for Freedom 2005</p>
Experiences (virtual and live field trips)	<p>George Woodruff Indian Museum</p> <p>150 E. Commerce Street</p> <p>Bridgeton, New Jersey</p> <p>Telephone #: 856-451-2620</p> <p>Cost: free</p> <p>Website: www.bridgetonlibrary.org/Museum.htm</p> <p>Museum of Indian Culture</p> <p>2825 Fish Hatchery Rd.</p> <p>Allentown, Pennsylvania</p> <p>Telephone #: 610-797-2121</p> <p>Cost: Students Free (Museum Tour), \$7 per person (Northeastern Woodland Program), \$7 per person (Woodland Life Skills Program)</p> <p>Website: www.lenape.org/</p>
Resources	
<p>www.lenapelifeways.org/video.htm</p> <p>Savvas myWorld NJ</p> <p>Savvas myWorld Regions</p> <p>“The Indians of N.J. Dickon Among the Lenapes” by M.R. Harrington</p> <p>“When the Shadbush Blooms” by Carla Messinger</p> <p>My Story Video</p> <p>myStoryBook</p> <p>Digital Presentations</p> <p>My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets)</p> <p>Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book)</p> <p>New Jersey History Kids (www.historykids.nj.gov)</p> <p>www.spellingcity.com</p>	

Amistad lesson plan: http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-americas/lesson_plan/4216/291

Pacing/ Time Frame:

5 Weeks

Unit 3		Grade(s)	4
Unit Plan Title:	Unit 3: An Independent Country		
Overview/Rationale:			
The focus of this unit is on learning about taxes placed on colonists by the Britain Parliament and how the creation of those taxes led to conflict between the two. Students will learn about the events leading up to the Second Continental Congress. They will also learn about Patriots and Loyalists and their role during this time. Students will be able to tell how the colonies became independent from Great Britain. A focus will also be on important battles that were fought in New Jersey that eventually led to the end of the war and America gaining their independence. Students will explore the 3 branches of government, the Bill of Rights, and how technology and new inventions improved agriculture, communication, and transportation in New Jersey.			
Career Readiness, Life Literacies, and Key Skills			
9.4.5.CT.4 Apply critical thinking and problem –solving strategies to different types of problems (e.g., personal, academic, community, global.)			
9.4.5.TL.5 Collaborate digitally to produce an artifact.			
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.			
9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.			
New Jersey Student Learning Standards: Social Studies			
6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.			
6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.			
6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.			
6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.			
6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.			
6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards)	
8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.		RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	
8.2.5.ETW.1 Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.		NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	

Essential Question(s)			
What is worth fighting for? How can primary and secondary sources be used to analyze key historical events? How did New Jersey play a role in the American Revolution? How did New Jersey's role in creating the Constitution and Bill of Rights impact the documents? How did the development of science and technology affect New Jersey's growth and development in the early 1800's?			
Enduring Understandings			
Students will discover that: People can stand up for what they believe. People who share ideals can accomplish common goals. Political change can have costs and benefits for different groups. There are basic rights that all people share.			
21 st Century Skills: Check all that apply			
x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:
Student Learning Targets/Objectives			
Explain how key events led to the creation of the U.S. and New Jersey Describe the leadership qualities and contributions of George Washington, Benjamin Franklin, Thomas Jefferson, Sonia Sotomayor, Tammy Duckworth, and John Lewis to the U.S. government Explain how folklore and historical/fictional characters from New Jersey has contributed to the national heritage Explain the role of symbols and holidays and how they affect American identity Analyze key historical documents to determine how they connect to present day government and citizenship Describe the leadership qualities and contributions of Thomas Jefferson to the U.S. government Explain how rights guaranteed by the U.S. Constitution and Bill of Rights contribute to American democracy Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans Describe how transportation systems impacted the economies of New Jersey and the U.S. Explain how innovation resulted in scientific achievement and inventions			

Determine the role of science and technology in the transition from an agricultural society to an industrial society

Explain how communications systems led to increased collaboration and the spread of ideas

Assessments

Formative Assessments: Chapter Review, Teacher Created Exit Tickets, portfolios

Summative Assessments: Unit Assessment, Chapter Test

Authentic Assessments: PBL: Changing My Community, One Letter at a Time

Teaching and Learning Actions

<p>Instructional Strategies</p> <p>D:</p> <ul style="list-style-type: none">-Reading aloud-Graphic organizers-Reading study guides-one-on-one instruction-class website (Google classroom)-Handouts-Definition list-Small learning group-Inclusion of more visuals and films-Think-Pair-Share-More rigorous rubrics-Multimedia projects-Student led classroom instruction <p>Students with a 504: Adhere to all modifications and health concerns stated in 504 plan.</p>	<p>Learning Centers/Stations</p> <p>Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.</p> <p>Independent Study</p> <p>Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.</p> <p>Differentiation/Leveled Instruction</p> <p>Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.</p> <p>Tic Tac Toe/Choice Board Assignments</p> <p>Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.</p> <p>Individual Contracts</p> <p>The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.</p> <p>Four Corners</p> <p>The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is being taught.</p> <p>Learning Response Logs</p> <p>Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content.</p>
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Activities: Including G/T,
SE, and ELL
Differentiation

D:
Special Education
Students:
Adhere to all
modifications and health
concerns stated in IEP first
and foremost.

-Give students a MENU
options allowing students
to pick assignments from
different levels based in
difficulty. Students have
the option of learning the
curriculum in their comfort
level and challenge
themselves for growth.

Britain's 13 Colonies

- myStory Spark
- watch and discuss myStory Video (students will write a letter to Parliament from William Livingston explaining why the colonists believe they should be free to create their own government)
- complete Envision It Activity
- Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson
- Show video Field Trip to Yesterday: The Road to Revolution (www.discoveryeducation.com)
- Students will complete a sequencing chart telling all events leading up to the Second Continental Congress
- Compare and contrast Patriots and Loyalists using a Venn diagram
- Digital Presentation (www.myworldsocialstudies.com)
- Vocabulary Games (www.spellingcity.com)

The Path to Independence

- Envision It Activity
- Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson
- Have students write one key fact about the Declaration of Independence, then switch with a partner to engage in discussion about it

Write a list of classroom rules. After you have 10 rules, vote as a class on each rule. Only those rules that are approved by more than half the class go into effect. Read and analyze the principles of our government, how our government works, and our rights and responsibilities. (Regions worktext)

- Digital Presentation (www.myworldsocialstudies.com)
- Vocabulary Games (www.spellingcity.com)

***21st Century Skill: Using Primary and Secondary Sources**

- Reading of the lesson
- Try it! Activity
- Have students write down several examples of primary and secondary sources, switch with a partner, and categorize their lists by writing either primary or secondary next to each example

The War in New Jersey

- Envision It Activity
- Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson
- Students will write a newspaper article describing how the British were defeated at Yorktown
- Digital Presentation (www.myworldsocialstudies.com)
- Vocabulary Games (www.spellingcity.com)

A New Nation, A New State

- Envision It Activity
- Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson
- Bill of Rights Match Game (<http://texaslre.org/BOR/billofrights.html>)
- Put students into groups, give them strips of paper that describe key

	<p>rights protected by the Bill of Rights, and put them in order to show which they think are most important to least important</p> <ul style="list-style-type: none"> • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>New Jersey Develops</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>*Small Group Instruction (Leveled Readers):</p> <ul style="list-style-type: none"> • Martin Luther King: A Brave Leader (Below Level) • Martin Luther King: Courageous Civil Rights Leader (On Level) • Martin Luther King and the Struggle for Civil Rights (Above Level) <p>PBL: Identify an issue in Orange, NJ, or the US Write a letter to convince a political official to help address the issue. Explain the issue, how you propose to address it, and what type of help you might need. Mail the letter and wait for a response.</p> <p>Amistad Read Alouds:</p> <p>McKissack, Patricia C. Hard Labor: The First African-Americans 2004</p> <p>Turner, G. T. Take a Walk in Their Shoes</p> <p>Towle, Wendy The Real McCoy: The Life of an African-American Inventor 1995</p>
<p>Experiences (virtual and live field trips)</p>	<p>Museum of Early Trades and Crafts (The American Revolution in N.J. Program) 9 Main Street Madison, New Jersey Contact Person: Meg Wastie Telephone #: 973-377-2982 Ext. 12 Cost: \$3 per student, \$5 per adult Website: www.metc.org</p> <p>Morristown National Park (Jockey Hollow Program) 600 Tempke Wick Road Morristown, New Jersey Telephone #: 973-539-2016 Cost: free for students, adults \$4 per person Website: http://www.nps.gov/morr/index.htm</p> <p>Morristown National Park (A Soldier's Life Program) Morristown, New Jersey 30 Washington Place Morristown, New Jersey Contact Person: Thomas Winslow Telephone #: 973-285-0126 Website: http://www.nps.gov/morr/forteachers/classrooms/a-soldiers-life-field-trip.htm</p>

	<p>Morristown National Park (Washington's Headquarters/Ford Mansion and Museum)</p> <p>30 Washington Place</p> <p>Morristown, New Jersey</p> <p>Telephone #: 973-539-2016</p> <p>Cost: free for students, adults \$4 per person</p> <p>Website: http://www.nps.gov/morr/index.htm</p> <p>Old Barracks Museum (Various Programs)</p> <p>101 Barrack Street</p> <p>Trenton, New Jersey</p> <p>Telephone #: 609-396-1776</p> <p>Cost: Prices vary per program</p> <p>Website: http://www.barracks.org/group-tours.html</p>
Resources	
<p>Savvas myWorld NJ</p> <p>Savvas myWorld Regions</p> <p>www.discoveryeducation.com (Liberty's Kids: Deborah Samson: Soldier of the Revolution)</p> <p>www.discoveryeducation.com (Field Trips to Yesterday: The Road to Revolution: Historical Boston)</p> <p>www.discoveryeducation.com (Liberty's Kids: Washington Takes Command)</p> <p>www.discoveryeducation.com (Liberty's Kids: The 2nd Continental Congress)</p> <p>"Liberty! How the Revolutionary War Began" by Lucille Recht Penner</p> <p>"If You Lived at the Time of the American Revolution" by Kay Moore</p> <p>My Story Video</p> <p>myStoryBook</p> <p>Digital Presentations</p> <p>My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets)</p> <p>Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book)</p> <p>New Jersey History Kids (www.historykids.nj.gov)</p> <p>Bill of Rights Matching Game (http://texaslre.org/BOR/billofrights.html)</p> <p>www.spellingcity.com</p> <p>Amistad Lesson Plan: http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/lesson_plan/4248/308</p>	
Pacing/ Time Frame:	6 weeks

Unit 4		Grade(s)	4
Unit Plan Title:	Unit 4:The Civil War		
Overview/Rationale:			
The focus of this unit is learning about differences between the North and South when slavery is concerned. Students learn about the Underground Railroad and how it helped slaves escape to freedom. Abraham Lincoln’s presidency and views on slavery are also explored. They will be able to identify events leading up to the Civil War and New Jersey’s role during the time of the war. Students will also describe the process of Reconstruction after the Civil War and changes that were made to the 13th, 14th, and 15th amendments.			
Career Readiness, Life Literacies, and Key Skills			
9.4.5.CT.4 Apply critical thinking and problem –solving strategies to different types of problems (e.g., personal, academic, community, global.)			
9.4.5.TL.5 Collaborate digitally to produce an artifact.			
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.			
9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.			
New Jersey Student Learning Standards: Social Studies			
6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.			
6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.			
6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.			
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards)	
8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.		NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
8.2.5.ETW.1 Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.		RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
		RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	
		RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	

Essential Question(s)			
How do you decide that something is worth fighting for?			
How does a Civil War affect the winner and the loser?			
How are the features of a bar graph and line graph essential in understanding information?			
How do particular factors lead to protests for equal rights, and how is the impact measured?			
How have we stayed the same or changed during our history?			
Enduring Understandings			
<ul style="list-style-type: none">• Social, political, and economic differences can lead to conflict.• People will fight to protect their beliefs and way of life.• Men, women, children, and the environment are affected by war.• Conflicts can have unexpected results that can reshape a country.			
21 st Century Skills: Check all that apply			
x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:
Student Learning Targets/Objectives			
Compare and contrast the reactions of people from the past and present concerning violation of their rights			
Evaluate the impact of immigration on America’s growth			
Explain the impact of slavery on New Jersey, the nation, and individuals			
Determine how “fairness” and “equality” influenced change in U.S. government			
Explain how the actions of historical characters from New Jersey and other regions of the U.S. contributed to the national heritage			
Describe how prejudice can lead to conflict			
Explain how individual rights and the common good depend on citizens exercising their civic responsibilities			
Analyze how leaders, businesses, and global organizations promote human rights and provide aid			
Describe how prejudice can lead to conflict			
Assessments			
Formative Assessments: Chapter Review Teacher Created Exit Tickets, portfolios			
Summative Assessments: Unit assessment, chapter assessments			

Teaching and Learning Actions

<p>Instructional Strategies</p> <p>D:</p> <ul style="list-style-type: none"> -Reading aloud -Graphic organizers -Reading study guides -one-on-one instruction -class website (Google classroom) -Handouts -Definition list -Small learning group -Inclusion of more visuals and films -Think-Pair-Share -More rigorous rubrics -Multimedia projects -Student led classroom instruction <p>Students with a 504: Adhere to all modifications and health concerns stated in 504 plan.</p>	<p>Learning Centers/Stations</p> <p>Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.</p> <p>Independent Study</p> <p>Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.</p> <p>Differentiation/Leveled Instruction</p> <p>Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.</p> <p>Tic Tac Toe/Choice Board Assignments</p> <p>Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.</p> <p>Individual Contracts</p> <p>The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.</p> <p>Four Corners</p> <p>The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is being taught.</p> <p>Learning Response Logs</p> <p>Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content.</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>D:</p> <p>Special Education Students: Adhere to all modifications and health concerns stated in IEP first and foremost.</p>	<p>The Fight Against Slavery</p> <ul style="list-style-type: none"> • myStory Spark • watch and discuss myStory Video (students will respond to the following prompt using pictures and writing: How did Harriet Tubman stand up for what she thought was important? How did she make a difference to others during her lifetime?) • complete Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • students role play an interview between an abolitionist and a

<p>-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</p>	<p>nineteenth-century newspaper reporter</p> <ul style="list-style-type: none"> • students can role play a conversation between a conductor on the Underground Railroad and Harriet Tubman • Choose from videos below to show students (www.discoveryeducation.com) • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>The Union Divided</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Have students review the Gettysburg Address in pairs and write their own Gettysburg Addresses to inspire the nation and the troops • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>*21st Century Skills: Interpreting Graphs</p> <ul style="list-style-type: none"> • Reading of the lesson • Try it! Activity • Have students create bar graphs of their favorite foods and how many times per week they eat them <p>Rebuilding the Nation</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Have students reread the lesson, as they complete a two-column chart titled Challenges and Opportunities; students will write challenges that African Americans in the South faced in one column and opportunities that African Americans had in the other column; students compare columns during discussion • Digital Presentation (www.myworldsocialstudies.com) <p>Regions: pp.64-69</p> <ul style="list-style-type: none"> • Vocabulary Games (www.spellingcity.com) <p>*Small Group Instruction (Leveled Readers):</p> <ul style="list-style-type: none"> • Jedediah Smith, Mountain Man (Below Level) • Jedediah Smith, Explorer in the American West (On Level) • Jedediah Smith, American Trailblazer (Advanced Level) <p>PBL: Select a historical figure from this time period (e.g. Frederick Douglass, Abraham Lincoln, Jefferson Davis, Robert E. Lee, Blanche Bruce, Chief Joseph, Harriet Beecher Stowe) and create an All About Me poster, including a timeline, a direct quote, and historical significance facts.</p>
<p>Experiences (virtual and live field trips)</p>	<p><u>Theatreworks (Freedom Train Play)</u> 151 West 26th Street New York, NY (performances at various locations in New Jersey) Telephone #: 1-800-497-5007 Cost: \$9 per person Website: http://www.theatreworksusa.org/ <u>Lincoln Memorial Virtual Tour</u></p>

	Cost: free 😊 Website: http://www.wtps.org/ti/virtual_activities.html
Resources	
<p> Savvas myWorld NJ Savvas myWorld Regions www.discoveryeducation.com (Animated Hero Classics: Harriet Tubman) www.discoveryeducation.com (Animated Hero Classics: President Abraham Lincoln) www.discoveryeducation.com (America's Journey Through Slavery: Abraham Lincoln: The Great Emancipator) www.discoveryeducation.com (America's Journey Through Slavery: The Life of an Enslaved Person in America) www.discoveryeducation.com (America's Journey Through Slavery: The Abolitionist Movement in America) "Light in the Darkness: A Story About How Slaves Learned in Secret" by Lesa Cline-Ransome "We Shall Overcome: the Story of a Song" by Debbie Levy "Chasing Lincoln's Killer" by James L. Swanson "Who Was Harriet Tubman?" by Yona Zeldis McDonough myStoryBook Digital Presentations My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets) Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book) New Jersey History Kids (www.historykids.nj.gov) www.spellingcity.com http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction </p>	
Pacing/ Time Frame:	5 weeks

Unit 5	Grade(s)		4
Unit Plan Title:	A Time of Change in New Jersey		
Overview/Rationale:			
The focus of this unit is on learning about innovations in technology and how they helped to improve industry in New Jersey and the US. Students will also explore immigration and why people left their native countries to immigrate to the United States. They will also look at how life changed for them once they arrived in the United States. The Reform Movement will also be a focus during this unit and students will be able to learn about how reformers helped to improve life for New Jerseyans and other Americans.			
Career Readiness, Life Literacies, and Key Skills			
9.4.5.CT.4 Apply critical thinking and problem –solving strategies to different types of problems (e.g., personal, academic, community, global.)			
9.4.5.TL.5 Collaborate digitally to produce an artifact.			
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.			
9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.			
New Jersey Student Learning Standards: Social Studies			
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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.			
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.CivicsPR.2: Describe the process by which immigrants can become United States citizens			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards)	
8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.		RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	
8.2.5.ETW.1 Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.		NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
		NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
		NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	

Essential Question(s)			
How does economic growth provide opportunity?			
How do new inventions create economic opportunities?			
How does immigration impact countries?			
How can the data on a map be used to understand the characteristics of regions?			
How do reformers improve people’s lives?			
Enduring Understandings			
Students will investigate and understand that:			
Inventors and their technologies changed how people lived and worked.			
Immigrants contributed to the nation’s diversity, growth, and culture.			
In the early 20th century, many people worked to gain greater rights for workers, women, and minorities.			
21 st Century Skills: Check all that apply			
x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:
Student Learning Targets/Objectives			
Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans			
Identify the qualities of entrepreneurs			
Explain how innovation resulted in scientific achievement and inventions			
Analyze how communications systems led to increased collaboration and the spread of ideas			
Describe the process of how immigrants became United States citizens			
Summarize reasons why groups immigrated to N.J. and America and describe challenges they encountered			
Explain how an individual’s beliefs, values, and traditions may reflect multiple cultures			
Compare and contrast characteristics of U.S. regions based on culture, economics, politics, and physical environment to understand the concept of regionalism.			
Determine how “fairness,” “equality,” and the “common good” have influenced change in the U.S. government			
Compare and contrast how people of the past and present have responded to violations of their rights			
Create and perform a speech from an immigrant’s point of view.			
Assessments			

Formative Assessments: Chapter Reviews, Teacher Created Exit Tickets, portfolios

Summative Assessments: Unit assessment, Chapter Tests

Authentic Assessment: Immigrant and Workers' Rights speech

Teaching and Learning Actions

Instructional Strategies

D:

- Reading aloud
- Graphic organizers
- Reading study guides
- one-on-one instruction
- class website (Google classroom)
- Handouts
- Definition list
- Small learning group
- Inclusion of more visuals and films
- Think-Pair-Share
- More rigorous rubrics
- Multimedia projects
- Student led classroom instruction

Students with a 504: Adhere to all modifications and health concerns stated in 504 plan.

Learning Centers/Stations

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.

Independent Study

Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.

Differentiation/Leveled Instruction

Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.

Tic Tac Toe/Choice Board Assignments

Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.

Individual Contracts

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

Four Corners

The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is being taught.

Learning Response Logs

Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content.

Activities: Including G/T, SE, and ELL Differentiation

D:
Special Education Students: Adhere to all modifications and health concerns stated in IEP first and foremost.

Technology and Industry

- myStory Spark
- watch and discuss myStory Video (have students answer the following question: How does economic growth affect people and the opportunities they have in life?)
- complete Envision It Activity
- Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson

<p>-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</p>	<ul style="list-style-type: none"> • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>Immigrants in New Jersey and the US</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Have students choose a graphic organizer to compare and contrast two or three immigrant groups; use topics such as, origin, language, and reasons for immigrating • Students can write a letter to a friend as if they are an immigrant telling where they are from, why they left their country, and how they felt upon reaching Ellis Island • Choose from videos below to show students (www.discoveryeducation.com) • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>*21st Century Skills: Interpreting Data on Maps</p> <ul style="list-style-type: none"> • Reading of the lesson • Try it! Activity • Have students look at the map on pg. 141 to make three lists that correspond to the categories in the key; students then write each county in the correct column on their lists <p>Regions: pp. 195-215</p> <p>Change and Reform</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Students use a chart to categorize the different types of reform that were taking place in New Jersey during this time • Students use a chart to list different reformers, what problem they were trying to fix, and what they did to improve it • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>PBL: Write a speech from the point of view of an immigrant who is trying to persuade others to join him or her in gaining more rights for workers. Think about what role workers of that time played in laws that protect workers today.</p> <p>*Small Group Instruction (Leveled Readers):</p> <ul style="list-style-type: none"> • Fred Begay, Scientist (Below Level) • Fred Begay, Physicist (On Level) • Fred Begay: Connecting Physics and Navajo Culture (Advanced Level)
<p>Experiences (virtual and live field trips)</p>	<p>Immigration Center and Ellis Island 17 Battery Place New York, New York Telephone #: 201-432-6321 Cost: \$9 per person (Ferry to Ellis Island, Statue of Liberty, Immigration Museum)</p>

	<p>Website: www.statuecruises.com Thomas Edison National Historical Park 211 Main Street Orange, New Jersey Telephone #: 973-736-5050 Cost: free Website: www.nps.gov/edis/index.htm Theatreworks (Thomas Edison Play) 151 West 26th Street New York, NY (performances at various locations in New Jersey) Telephone #: 1-800-497-5007 Cost: \$9 per person Website: http://www.theatreworksusa.org/</p>
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Resources

Savvas myWorld NJ
Savvas myWorld Regions
www.discoveryeducation.com (The Pursuit of Happiness: Immigration)
www.discoveryeducation.com (Reasons for Immigration)
www.discoveryeducation.com (American Heritage: Immigration to the United States)
www.discoveryeducation.com (Arriving in America: The Making of a Multicultural Nation)
www.discoveryeducation.com (Ellis Island)
www.discoveryeducation.com (The Statue of Liberty)
“What Was Ellis Island?” by Patricia Brennan Demuth
“What is the Statue of Liberty?” by Joan Holub
“If Your Name Was Changed at Ellis Island” by Ellen Levine
My Story Video
myStoryBook
Digital Presentations
My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets)
Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book)
New Jersey History Kids (www.historykids.nj.gov)
www.spellingcity.com
<http://www.njamistadcurriculum.net/history/unit/post-reconstruction>

Pacing/ Time Frame:

5 weeks

Unit 6		Grade(s)	4
Unit Plan Title:	Challenges and Opportunities		
Overview/Rationale			
The focus of this unit is on learning about WWI and how New Jerseyans contributed to the war. They will also learn about how the economy improved in most of the United States as a result of the war. Students will explore the Great Depression and how President Roosevelt created the New Deal to help Americans during this time. They will also look at how the Cold War, economic growth, and civil rights movement affected the United States and New Jersey.			
Career Readiness, Life Literacies, and Key Skills			
9.4.5.CT.4 Apply critical thinking and problem –solving strategies to different types of problems (e.g., personal, academic, community, global.)			
9.4.5.TL.5 Collaborate digitally to produce an artifact.			
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.			
9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.			
New Jersey Student Learning Standards: Social Studies			
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.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.			
6.1.5.CivicsHR.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.			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards)	
8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.		NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
8.2.5.ETW.1 Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.		NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
		NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.\	
		NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Essential Question(s)			

How do people respond to good times and bad?
 How do world wars begin and why do countries join in?
 How do economic policies affect citizens?
 How do civil rights movements affect countries and their citizens?

Enduring Understandings

Students will discover that:
 People go to war to defend their homeland, to come to the aid of others, and to fight against aggression and oppression.
 The New Deal created a larger for government, an issue that Americans still debate today.
 The 1950's and 1960's were times of increasing struggles by women and minorities for greater equality.

21st Century Skills: Check all that apply

x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:

Student Learning Targets/Objectives

Describe why it is important to understand the perspectives of other cultures
 Explain how leaders, businesses, and global organizations promote human rights and provide aid to those in need
 Use political maps to explain how location and spatial relationships contributed to cultural diffusion and economic interdependence
 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws
 Compare and contrast how people of the past and present have responded to violations of their rights
 Describe how Dr. Martin Luther King, Jr., and other civil rights leaders caused social change and inspired activism in later generations
 Explain why it is important that people from diverse cultures collaborate to find solutions to challenges
 Explore how leaders, businesses, and global organizations promote rights and provide aid
 Explain how innovation resulted in scientific achievement

Assessments

Formative Assessments: Chapter Review, Teacher Created Exit Tickets, portfolios

Summative Assessments: Unit Assessments, Chapter tests

Authentic Assessment: Shaping Our Nation: Important Americans

Teaching and Learning Actions

Instructional Strategies

D:

-Reading aloud

-Graphic organizers

-Reading study guides

-one-on-one instruction

-class website (Google classroom)

-Handouts

-Definition list

-Small learning group

-Inclusion of more visuals and films

-Think-Pair-Share

-More rigorous rubrics

-Multimedia projects

-Student led classroom instruction

Learning Centers/Stations

Designated areas in the classroom where students work on different tasks at the same time. Centers may be organized around ability level to ensure all students are receiving instruction at their appropriate level. The teacher should rotate to provide instruction and assistance when needed.

Independent Study

Students are given the opportunity to investigate a project independently with guidance and support from the teacher. Teacher may use this time to pull students into small groups who need extra assistance with specific content.

Differentiation/Leveled Instruction

Whole group mini-lesson is provided as an introduction for the entire class. The teacher then provides a variety of activities with different levels of difficulty that will allow students to practice the skill at their own level. The teacher may choose assignments for students or give students the opportunity to choose their own activity.

Tic Tac Toe/Choice Board Assignments

Several activities that are designed around specific skills that relate to the unit are placed on a board for students to choose from. Students may choose an activity of their choice.

Individual Contracts

The teacher gives each student a list of tasks to complete that are based on their ability level. As students work to complete all tasks, they also work with other students who also need remediation on the same skill or concept.

Four Corners

The teacher designates four corners in the classroom for students to use as they debate topics, make connections to content they have learned, or respond to short answer questions. This technique promotes high engagement among all students and allows the teacher to see what everyone in the class knows about the content that is being taught.

Learning Response Logs

Students keep a journal that allows them to reflect on the content they are learning throughout the unit. Students make connections to what they have learned, set goals, and reflect on what they have learned. Students may also ask questions they still have about the content.

<p>Students with a 504: Adhere to all modifications and health concerns stated in 504 plan.</p>	
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>D: Special Education Students: Adhere to all modifications and health concerns stated in IEP first and foremost.</p> <p>-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</p>	<p>World War I and the 1920's</p> <ul style="list-style-type: none"> • myStory Spark • watch and discuss myStory Video (have students describe a recent natural disaster and discuss the different ways people tried to help) • complete Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Have students create a two-column chart that shows the positives and negatives of New Jersey's growing economy after World War I • Choose from videos below to show students (www.discoveryeducation.com) • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>Regions: pp.70-75</p> <p>The Great Depression and World War II</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Create a web telling the causes of the Great Depression • List causes that led to World War II • Choose from videos below to show students (www.discoveryeducation.com) • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>*21st Century Skills: Creating Charts</p> <ul style="list-style-type: none"> • Reading of the lesson • Try it! Activity • Using the paragraph from pg. 171, have students underline the information they need to complete the chart <p>The 1950's and 1960's</p> <ul style="list-style-type: none"> • Envision It Activity • Close Reading of the lesson stopping periodically to have students complete questions throughout the lesson • Students use a graphic organizer to identify the different groups that struggled for civil rights in the 1960's; encourage students to do their own research to learn about the goals of these groups • Digital Presentation (www.myworldsocialstudies.com) • Vocabulary Games (www.spellingcity.com) <p>PBL: Research an American of historical significance from the WW I- 1960 eras. Learn how he or she helped to shape America. Dress up as that person and present your findings on</p>

	<p>FlipGrid.</p> <p>*Small Group Instruction (Leveled Readers):</p> <ul style="list-style-type: none"> James Madison: America's Fourth President (Below Level) James Madison: Founder and President (On Level) James Madison: Father of the Constitution (Advanced Level)
Experiences (virtual and live field trips)	<p>The Great Depression Virtual Tour</p> <p>Cost: Free</p> <p>Website: http://prezi.com/nea4n1xzq35v/virtual-museum-of-the-great-depression/</p> <p>The Holocaust Museum Virtual Tour</p> <p>https://www.ushmm.org/teach/teaching-materials/primary-sources-collections/virtual-field-trip/virtual-tour-for-students</p>
Resources	
<p>http://www.njamistadcurriculum.net/history/unit/era-of-reform</p> <p>http://www.njamistadcurriculum.net/history/unit/new-deal</p> <p>Savvas myWorld NJ</p> <p>Savvas myWorld Regions</p> <p>www.discoveryeducation.com (The Crash)</p> <p>www.discoveryeducation.com (The Great Depression and New Technology)</p> <p>www.discoveryeducation.com (The Great Depression)</p> <p>www.discoveryeducation.com (End of the Great Depression)</p> <p>www.discoveryeducation.com (WWI)</p> <p>"The Great Depression" by Michael Burgan</p> <p>"What Was Pearl Harbor?" by Patricia Brennan Demuth</p> <p>"As Good as Anybody" by Richard Michelson</p> <p>"Who was "Anne Frank?" by Ann Abramson</p> <p>My Story Video</p> <p>myStoryBook</p> <p>Digital Presentations</p> <p>My World Activity Components (Activity Cards, Instructions for the teacher, Rubrics, Student Recording Sheets)</p> <p>Graphic Organizers (pgs. 143-172 of the Leveled Reader Lesson Plan Book)</p> <p>New Jersey History Kids (www.historykids.nj.gov)</p> <p>www.spellingcity.com</p> <p><u>Number the Stars</u>, Lois Lowry</p>	
Pacing/ Time	6 weeks
Frame:	