



**MEDFORD LAKES SCHOOL DISTRICT**



# **Social Studies Curriculum Guide**

## **Grade 4**

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Aligned with the 2014 New Jersey Student Learning Standards for Social Studies

Approved by the Board of Education August 16, 2017

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## Philosophy Statement

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

### Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for

History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.2

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.
- In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

### **Revised Standards**

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

### ***The Role of Essential Questions***

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students

to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

#### **A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

#### **B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

#### **C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

#### **D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- 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?

#### ***Organization of the Standards***

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.

- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Standard	Grade Level
6.1 U.S. History: America in the World	P-4
6.3 Active Citizenship in the 21st Century	P-4

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history.

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content.

### ***Coding of Indicators***

For standards 6.1, grades P-4, and for standard 6.3, all grades, each indicator code should be interpreted as follows:

6.1.	4.	A.	1
↑	↑	↑	↑
standard	grade	strand	indicator
number			

For standards 6.1 and 6.2, grades 5-12, the inclusion of the era impacts the coding of each indicator as follows:

6.1.	8.	A.	1.	a
↑	↑	↑	↑	↑
standard	grade	strand	era	indicator
number				

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## New Jersey Student Learning Standards (2014)

*“by the end of 4<sup>th</sup> grade”*

Content Area		Social Studies	
Standard		<b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Strand		<b>A. Civics, Government, and Human Rights</b>	
By the end of grade	Content Statement	NJSLS	Objectives
4	Rules and laws are developed to protect people’s rights and the security and welfare of society.	6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
	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.	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.
	In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
		6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	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 social activism in subsequent generations.
The United States democratic system requires active participation of its citizens.	6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
	6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
Immigrants can become and obtain the rights of American citizens.	6.1.4.A.13	Describe the process by which immigrants become United States citizens.
The world is comprised of nations that are similar to and different from the United States.	6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.	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.
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.	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.

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Strand		B. Geography, People, and the Environment	
By the end of grade	Content Statement	NJSLS	Objective
4	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	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 and longitude.
	Places are jointly characterized by their physical and human properties.	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.
	The physical environment can both accommodate and be endangered by human activities.	6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.	6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
	Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	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.8	Compare ways people choose to use and distribute natural resources.
	Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	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 visualizations) can be used to understand cultural differences.
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Strand		<b>C. Economics, Innovation, and Technology</b>	
By the end of grade	Content Statement	NJSLS	Objective
4	People make decisions based on their needs, wants, and the availability of resources.	6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
		6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
	Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
		6.1.4.C.4	Describe how supply and demand influence price and output of products.
		6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
		6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
		6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
	Availability of resources affects economic outcomes.	6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
		6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.

Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
	6.1.4.C.13	Examine the qualities of entrepreneurs in a capitalistic society.
Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	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.
	6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.	6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
	6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
	6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Content Area		Social Studies	
Standard		<b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Strand		D. History, Culture, and Perspectives	
By the end of grade	Content Statement	NJSLS	Objective
4	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.	6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
		6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
		6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
	Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
		6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
		6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
		6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
		6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
		6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
	Personal, family, and community history is a source of information for individuals about the people and places around them.	6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
		6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
	The study of American folklore and popular	6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional

historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.		characters from New Jersey and other regions of the United States contributed to the American national heritage.
Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.	6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.	6.1.4.D.14	Trace how the American identity evolved over time.
Cultures struggle to maintain traditions in a changing society.	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.
Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.	6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
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.	6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
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.	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.



**Pacing Guide – 3<sup>rd</sup> Trimester****Content Area: Social Studies****Grade Level: 4**

Module #1: “Career Awareness, Exploration, and Preparation”	5 core lessons (7-10 lessons total)
Module #2: “New Jersey and Geography”	5 core lessons (7-10 lessons total)
Module #3: “Regions and Resources”	5 core lessons (7-10 lessons total)
Module #4: “Native Americans and European Explorers”	5 core lessons (7-10 lessons total)
Module #5: “New Jersey- Then & Now”	5 core lessons (7-10 lessons total)

**Grading Expectations per Unit**

<b>Classwork</b>	✓ minimum of 5 and maximum of 7
<b>Homework</b>	✓ minimum of 5 and maximum of 7
<b>Quizzes</b>	✓ minimum of 2 and maximum of 4
<b>Tests</b>	✓ 1 per module

Content Area: Social Studies	Grade Level : Fourth
<b>Module #1 “Career Awareness, Exploration, and Preparation”</b>	
<p><b>Interdisciplinary Connections: English Language Arts:</b></p> <p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases</p> <p>CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	
<p><b>Career Ready Practices</b></p> <p>CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills</p> <p>CPR4 Communicate clearly and effectively and with reason.</p> <p>CRP5 Consider the environmental, social and economic impacts of decisions.</p>	<p>CPR6 Demonstrate creativity and innovation.</p> <p>CRP7 Employ valid and reliable research strategies. CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>

<p><b>21<sup>st</sup> Century Themes:</b> • Global Awareness • Civic Literacy</p> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> <li>◦ Creativity and Innovation <ul style="list-style-type: none"> <li>▪ Think critically</li> <li>▪ Work Creatively with Others</li> <li>▪ Implement Innovations</li> </ul> </li> <li>◦ Critical Thinking and Problem Solving <ul style="list-style-type: none"> <li>▪ Reason Effectively</li> <li>▪ Use Systems Thinking</li> <li>▪ Make Judgments and Decisions</li> <li>▪ Solve Problems</li> </ul> </li> <li>◦ Communication and Collaboration <ul style="list-style-type: none"> <li>▪ Communicate Clearly</li> <li>▪ Collaborate with Others</li> <li>▪ Apply Technology Effectively</li> </ul> </li> </ul> </li> <li>• <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> <li>◦ Information Literacy <ul style="list-style-type: none"> <li>▪ Access and Evaluate Information</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Use and Manage Information</li> <li>◦ ICT Literacy</li> <li>• <u>Life and Career Skills</u> <ul style="list-style-type: none"> <li>◦ Flexibility and Adaptability <ul style="list-style-type: none"> <li>▪ Adapt to Change</li> <li>▪ Be Flexible</li> </ul> </li> <li>◦ Initiative and Self-Direction <ul style="list-style-type: none"> <li>▪ Manage Goals and Time</li> <li>▪ Work Independently</li> <li>▪ Be Self-directed Learners</li> </ul> </li> <li>◦ Social and Cross Cultural Skills <ul style="list-style-type: none"> <li>▪ Interact with others</li> <li>▪ Work Effectively in Diverse Teams</li> </ul> </li> <li>◦ Productivity and Accountability <ul style="list-style-type: none"> <li>▪ Manage Projects</li> <li>▪ Produce Results</li> </ul> </li> <li>◦ Leadership and Responsibility <ul style="list-style-type: none"> <li>▪ Guide and Lead Others</li> <li>▪ Be Responsible to Others</li> </ul> </li> </ul> </li> </ul>
<p><b>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:</b> Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi- Leveled Questions, Extra Time, Technology Use</p>	

## Module #1 “Career Awareness, Exploration, and Preparation”

### Standard and Cumulative Progress Indicators:

**9.1 21<sup>st</sup> Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**9.3 Career Awareness, Exploration, and Preparation** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

### Enduring Understanding:

- Choices and decisions we make affect us as individuals, in our families, in school, in our community and in the world.
- Creative and innovative thinking is the result of gathering and sharing ideas and getting different points of view
- Collaboration and teamwork make individuals and groups more efficient.
- Communications at home, school or community should be clear to prevent misunderstandings and sensitive to others feelings, beliefs and cultures.
- Digital media used ethically, enables effective communications locally and globally in and out of the classroom.
- Being productive, accountable, responsible and ethical are essential lifelong behaviors for home, in school, at work and in the community.
- There are a multitude of traditional and non -traditional job and career choices, each with its own set of roles and responsibilities. People will most likely have several jobs or careers during their lifetime
- Each person has interests and abilities that can be applied to a job or career
- Learning about careers and personal skills and interests helps student prepare and plan for their futures
- Behaviors and skills learned during the elementary grades form the foundation for success in a global workforce

### Essential Questions:

- How do I decide what I want to be?
- How do I prepare for my future? • How do I succeed as an employee?
- What are career clusters?
- What are the roles and responsibilities of the various jobs in the career clusters
- What are life roles and responsibilities in the home, in school and in community?
- How do family, school and community influence an individual's behavior and personal career development?

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Students must begin to explore their talents and interests during their primary years and continue throughout their lives to sustain employment in the dynamic global workplace in the 21st century</li></ul> |  |
|---|--|

<b>Knowledge and Skills:</b> Students will... <ul style="list-style-type: none"> <li>• Identify reasons why people work and discuss how work can help a person achieve personal goals.</li> <li>• Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>• Appraise personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>• Identify qualifications needed to pursue traditional and nontraditional careers and occupations.</li> <li>• Locate career information using a variety of resources.</li> <li>• Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.</li> </ul>	
<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Group or Individual Projects</li> <li>• Peer Critiques Self Reflection Presentations</li> <li>• Quizzes</li> <li>• Teacher Observation</li> </ul>	<b>Suggested Tasks and Activities:</b> <ul style="list-style-type: none"> <li>• “Career Day” parents or grandparents will come into the class to present about their occupation.</li> </ul>
<b>Benchmark Assessment:</b> Students will have a “Class Career Fair.” Students will create a pamphlet in Lesson 5 demonstrating all information they have learned in Module #1. Students will be graded on their pamphlet and presentation to class.	
<b>Technology Integration:</b> <ul style="list-style-type: none"> <li>• BrainPop videos to launch and support knowledge and skills</li> <li>• Scholastic.com interactive videos</li> <li>• Websites to support continents and oceans through games</li> <li>• Google Maps</li> </ul>	<b>Resources:</b> <b>Exploring Career Clusters with Elementary Students</b> <a href="http://www.vacareerview.org/resources/pdf/publications/exploringcareerclusters/Guide%20to%20VIEW%20Activities%20by%20Career%20Cluster.pdf">http://www.vacareerview.org/resources/pdf/publications/exploringcareerclusters/Guide%20to%20VIEW%20Activities%20by%20Career%20Cluster.pdf</a>  <b>Virginia Career View online resources</b> <a href="http://www.vacareerview.org/k5/check-it/kids-search/">http://www.vacareerview.org/k5/check-it/kids-search/</a>  Career Cluster Clues Worksheet <a href="http://www.vacareerview.org/resources/pdf/k-5/Cluster%20Clues.pdf">http://www.vacareerview.org/resources/pdf/k-5/Cluster%20Clues.pdf</a>

Career View's Clues Worksheet

<http://www.vacareerview.org/resources/pdf/k-5/Views%20Clues.pdf>

ND Dept. of Career and Technical Education Guide to Career Resources for Elementary Students

<https://www.nd.gov/cte/crn/docs/ElementaryCareerCurriculum.pdf>

## Module #1 "Career Awareness, Exploration, and Preparation"

### Core Lesson #1 "Government Jobs"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Discuss ways students can get exposure to careers of interest</li> <li>Learn about different career paths based on interests</li> <li>Understand the importance of government jobs</li> </ul>	9.3	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<a href="https://www.usa.gov/government-jobs-lesson-plan?source=kids">https://www.usa.gov/government-jobs-lesson-plan?source=kids</a> <ul style="list-style-type: none"> <li>Ask students "What do you want to be when you grow up?"</li> <li>What subjects do you think would be helpful for that job?</li> <li>Use "career information" link in above hyperlink</li> </ul>
		<i>Activity</i>	12-15 minutes (multiple days)	<ul style="list-style-type: none"> <li>Watch videos on above links about different careers</li> <li>Write down important information on career and skills</li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>Students will write a paragraph about how they will acquire skills for their potential future career.</li> <li>Draw a picture of themselves in future career.</li> <li>Share with class.</li> <li>Quizzes on each video (time permitting)</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Aerospace engineer</li> <li>Archeologist</li> <li>Army dentist</li> <li>Brain scientist</li> <li>Developer</li> </ul>	<ul style="list-style-type: none"> <li>Dog trainer</li> <li>Federal wildlife officer</li> <li>Fine arts specialist</li> <li>Coding</li> <li>Marine Biologist</li> <li>Marine Pilot</li> </ul>	<ul style="list-style-type: none"> <li>Nutritionist</li> <li>Physical Therapists</li> <li>Veterinarian</li> <li>White House Chef</li> <li>Wildlife Biologist</li> <li>Zoo Keeper</li> </ul>		



Module #1 “Career Awareness, Exploration, and Preparation”				
Core Lesson #2 “The Road to Careers”				
Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify one academic/content area linked to each of the 6 career paths.</li><li>Identify training and education for 1 career option.</li></ul>	9.1	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<a href="https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/elementary-school-unit-and-lesson-plans">https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/elementary-school-unit-and-lesson-plans</a> <ul style="list-style-type: none"><li>Ask students: “What kind of skills do you think you need to be a teacher?”</li><li>“What kind of education do you think you need to become a teacher?”</li><li>Discuss types of education: apprenticeship, on-job-training, military, 2 year college, 4 year college, medical school</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Display “Career Path Posters”</li><li>In groups, students will write down what type of jobs will go with each path</li><li>Students will write what they are learning currently and how it relates to a future career.</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Add on careers to Career Path Posters</li><li>Careers Path Strips worksheet- Students will add relatives whom have those</li></ul>

				occupations <ul style="list-style-type: none"> <li>• Research the education a person needs for a career the student is interested in.</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Business Path</li> <li>• Creative Path</li> <li>• Nature Path</li> <li>• Industrial and Engineering Path</li> <li>• Human Services Path</li> <li>• Health Services Path</li> </ul>				

**Module #1 “Career Awareness, Exploration, and Preparation”****Core Lesson #3 “Careers Are Everywhere!”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify different careers in the work force</li><li>Identify skills within the career</li></ul>	9.1	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<a href="http://breitlinks.com/careers/career_pdfs/CareerActivitiesBook.pdf">http://breitlinks.com/careers/career_pdfs/CareerActivitiesBook.pdf</a> <ul style="list-style-type: none"><li>Briefly discuss different careers within the activity book</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Group activity – Groups of 4 (4 careers each) discuss and draw pictures and explain the careers</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Present career poster to the class</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Self-knowledge</li><li>Occupation</li><li>Resume</li></ul>				

## Module #1 "Career Awareness, Exploration, and Preparation"

### Core Lesson #4 "Career Clusters"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Understand career clusters</li> <li>Identify roles and responsibilities of jobs in career clusters</li> </ul>	9.1	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<a href="http://vacareerview.org/resources/pdf/publications/exploringcareerclusters/Exploring%20Career%20Clusters%20Info%20Sheets%20for%20kids.pdf">http://vacareerview.org/resources/pdf/publications/exploringcareerclusters/Exploring%20Career%20Clusters%20Info%20Sheets%20for%20kids.pdf</a> <ul style="list-style-type: none"> <li>Define a cluster for students</li> <li>A <b>career cluster</b> is a group of jobs and industries that are related by skills or products. Within each <b>cluster</b>, there are <b>cluster</b> "pathways" that correspond to a collection of courses and training opportunities to prepare you for a given <b>career</b>.</li> </ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"> <li>Group activity -Students will use the "Career Cluster" packet to journal their exploration in each career cluster</li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>Discuss as a class new occupations the students discovered in the lesson</li> <li>Extension activity:  <a href="http://breitlinks.com/careers/career_pdfs/familytreews.pdf">http://breitlinks.com/careers/career_pdfs/familytreews.pdf</a> </li> </ul>

**Vocabulary:**

- Career cluster

## Module #1 "Career Awareness, Exploration, and Preparation"

### Core Lesson #5 "Future Career"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>• Create a pamphlet on a career.</li><li>• Present a career pamphlet to class.</li></ul>	9.3	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	Use link <a href="https://www.usa.gov/jobs-careers?source=kids">https://www.usa.gov/jobs-careers?source=kids</a> <ul style="list-style-type: none"><li>• Students will use site to access information on different careers.</li><li>• Students will create a pamphlet on a career of their choosing.</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>• Students need computer access to do an individual project on any career of their choosing</li><li>• Describe career, role in society skills, education, skills the students are learning now in school for the career.</li><li>• Draw pictures of people working within career.</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>• Presentation of pamphlet to the class.</li><li>• Have a class career fair.</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• All vocabulary from previous lessons.</li></ul>				

Content Area: Social Studies	Grade Level : Fourth
<b>Module #2 “New Jersey and Geography”</b>	
<b>Interdisciplinary Connections: <u>English Language Arts:</u></b>	
CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.	
CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.	
CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	
CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases	
CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.	
CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	
<b>Career Ready Practices</b>	
CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills	CPR6 Demonstrate creativity and innovation.
CPR4 Communicate clearly and effectively and with reason.	CRP7 Employ valid and reliable research strategies. CRP11 Use technology to enhance productivity.
CRP5 Consider the environmental, social and economic impacts of decisions.	CRP12 Work productively in teams while using cultural global competence.

**21<sup>st</sup> Century Themes:** • Global Awareness • Civic Literacy

**21<sup>st</sup> Century Skills:**

- Learning and Innovation Skills

- Creativity and Innovation
  - Think critically
  - Work Creatively with Others
  - Implement Innovations
- Critical Thinking and Problem Solving
  - Reason Effectively
  - Use Systems Thinking
  - Make Judgments and Decisions
  - Solve Problems
- Communication and Collaboration
  - Communicate Clearly
  - Collaborate with Others
  - Apply Technology Effectively

- Information, Media and Technology Skills

- Information Literacy
  - Access and Evaluate Information

- Use and Manage Information

- ICT Literacy

- Life and Career Skills

- Flexibility and Adaptability
  - Adapt to Change
  - Be Flexible
- Initiative and Self-Direction
  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
- Social and Cross Cultural Skills
  - Interact with others
  - Work Effectively in Diverse Teams
- Productivity and Accountability
  - Manage Projects
  - Produce Results
- Leadership and Responsibility
  - Guide and Lead Others
  - Be Responsible to Others

**Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi- Leveled Questions, Extra Time, Technology Use



## Module #2 “New Jersey and Geography”

### Standard and Cumulative Progress Indicators:

**6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### A.Geography, People, and the Environment

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

#### Enduring Understanding:

- NJ lies along the east coast of the US with specific features and landforms.
- NJ’s moderate climate supports a variety of plants, animals, and natural resources.

#### Essential Questions:

- What interesting features and landforms are found in NJ?
- How does weather and climate effect NJ’s environments?

#### Knowledge and

#### Skills: Students

will...

- Review the 21 counties
- Identify the major cities in New Jersey
- Review the various regions of New Jersey
- Discuss different kinds of maps: transportation and historical as they relate to New Jersey
- Identify New Jersey’s various landforms and differing types of waterways used for transportation and recreation.

<ul style="list-style-type: none"> <li>• Apply compass rose skills (ie., cardinal and ordinal)</li> <li>• Describe New Jersey's weather and climate.</li> </ul>	
<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Jig Saw Activity: Break class into 5 groups: Each group creates a poster featuring one region of New Jersey</li> </ul>	<b>Suggested Tasks and Activities:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.yourchildlearns.com/mappuzzle/us-states-capitals-regions.html?ne">http://www.yourchildlearns.com/mappuzzle/us-states-capitals-regions.html?ne</a></li> <li>• <a href="http://www.sheppardsoftware.com/World%20Continents.htm">http://www.sheppardsoftware.com/World Continents.htm</a></li> <li>• <a href="http://www.ezschool.com/Games/SocialStudies/Continents.html">http://www.ezschool.com/Games/SocialStudies/Continents.html</a></li> <li>• Blank maps and regions on eduplace.com for quizzes</li> <li>• Quiz on continents</li> <li>• Compare and contrast different kinds of maps (political, physical, transportation, historical)-Venn Diagram</li> <li>• Latitude and longitude visual-highlight on map in relation to equator and prime meridian</li> <li>• Utilize Farmer's Almanac to study climate and weather patterns of NJ across a year</li> </ul>
<b>Benchmark Assessment:</b> Create a brochure or PowerPoint Presentation of New Jersey: include, history of state, map/geography/climate, location in USA and why people should live here or visit.	
<b>Technology Integration:</b> <ul style="list-style-type: none"> <li>• BrainPop videos to launch and support knowledge and skills</li> <li>• Scholastic.com interactive videos</li> <li>• Websites to support continents and oceans through games</li> <li>• Google Maps</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Abcya.com</li> <li>• Discoveryeducation.com</li> <li>• Google Images</li> <li>• Farmer's Almanac</li> <li>• Scholastic News Magazine and website</li> </ul>

**Module #2 “New Jersey and Geography”**  
**Core Lesson #1 “New Jersey’s Geography”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Demonstrate their understanding of New Jersey's geography.</li><li>Locate New Jersey on a map of the USA</li></ul>	6.1.B	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"><li>Show NJ on map of USA</li><li>Display all counties of NJ</li><li><a href="http://geology.com/topographic-physical-map/new-jersey.shtml">http://geology.com/topographic-physical-map/new-jersey.shtml</a></li><li>Display physical &amp; rivers map of NJ</li><li>See websites for materials and information</li><li><a href="http://civiced.rutgers.edu/njlessons.html">http://civiced.rutgers.edu/njlessons.html</a></li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Discuss regions of NJ</li><li>Students use handouts to take notes.</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Using a blank map; student will fill in the regions of NJ</li><li>Locate New Jersey on a blank map of the USA</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Appalachian Region Ridge and Valley</li><li>The Highlands</li><li>Piedmont Region</li><li>Atlantic Coastal Plain</li></ul>				

## Module #2 "New Jersey and Geography"

### Core Lesson #2 "Where do people live in New Jersey?"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Understand the impact on where people live in New Jersey and what they do</li><li>Understand population density, urban, suburban, rural</li></ul>	6.1	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"><li>NJ is the most densely populated state in the USA.</li><li>Population density</li><li>Why do you think so many people live in NJ?</li><li><a href="http://civiced.rutgers.edu/njlesons.html">http://civiced.rutgers.edu/njlesons.html</a></li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Discuss the meaning of urban, suburban, rural</li><li>Use Population density map in link below.</li><li>Student identify urban, suburban, rural areas of NJ</li><li><a href="http://geology.com/cities-map/new-jersey.shtml">http://geology.com/cities-map/new-jersey.shtml</a></li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Identify Medford Lakes on map. Do we live in an urban, suburban, or rural area?</li><li>Fill in major NJ cities on a map.</li><li><a href="https://www.superteacherworksheets.com/state-maps/map-new-jersey-cities-blank_DPPRZ.pdf?up=1466611200">https://www.superteacherworksheets.com/state-maps/map-new-jersey-cities-blank_DPPRZ.pdf?up=1466611200</a></li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Urban</li><li>Suburban</li><li>Rural</li><li>Population density</li></ul>				

**Module #2 “New Jersey and Geography”****Core Lesson #3 “Waterways of New Jersey”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify and all water ways in New Jersey</li><li>Label the main water ways in New Jersey on a map</li></ul>	6.1.A	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"><li>Display map of NJ waterways: see link</li><li><a href="http://geology.com/lakes-rivers-water/new-jersey.shtml">http://geology.com/lakes-rivers-water/new-jersey.shtml</a></li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Discuss waterways and location</li><li>Point out and label Medford Lakes on waterway map</li><li>Students will fill out blank waterway map</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Teacher discretion about how many waterways students need to know and label on NJ map.</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Lake Hopatcong</li><li>Delaware River</li><li>Rancocas Creek</li><li>Delaware Bay</li><li>Great Egg Harbor River</li></ul>				

**Module #2 “New Jersey and Geography”****Core Lesson #4 “New Jersey’s Climate”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify New Jersey’s climate regions</li><li>Create climate regions on a New Jersey map</li></ul>	6.1	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<a href="http://climate.rutgers.edu/stateclim_v1/njclimoverview.html">http://climate.rutgers.edu/stateclim_v1/njclimoverview.html</a> <ul style="list-style-type: none"><li>Discuss what climate is</li><li>Give examples of climate around the United States</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Teach article in above link about NJ climate</li><li>Teach climate zones of NJ</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Create a climate region map of New Jersey</li></ul> <a href="https://www.superteacherworksheets.com/state-maps/map-new-jersey-blank-state-only_SKDDF.pdf?up=1466611200">https://www.superteacherworksheets.com/state-maps/map-new-jersey-blank-state-only_SKDDF.pdf?up=1466611200</a>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>North Zone</li><li>Central Zone</li><li>Southwest Zone</li><li>Pine Barrens Zone</li><li>Coastal Zone</li></ul>				

**Module #2 “New Jersey and Geography”**  
**Core Lesson #5 “Latitude and Longitude”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify lines of latitude and longitude on a map</li><li>Identify the imaginary lines (equator, prime meridian) that divide Earth into hemispheres</li></ul>		<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"><li>Use Harcourt “Horizons” text Teacher pgs. 22,23, 26, 27</li><li>Display a globe</li><li>Show equator, prime meridian and hemispheres</li><li>Discuss latitude and longitude</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Students to read pages 22-23</li><li>Read and discuss pgs. 26-27</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Answer question on pg. 27</li><li><a href="https://www.superteacherworksheets.com/maps/usa-latitude-longitude-map_WMWTR.pdf?up=1466611200">https://www.superteacherworksheets.com/maps/usa-latitude-longitude-map_WMWTR.pdf?up=1466611200</a></li><li>Draw equator, prime meridian and label hemispheres on a map</li><li><a href="https://www.superteacherworksheets.com/maps/continentsoceans_WMZBN.pdf?up=1466611200">https://www.superteacherworksheets.com/maps/continentsoceans_WMZBN.pdf?up=1466611200</a></li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Latitude</li><li>Longitude</li><li>Equator</li><li>Prime meridian</li></ul>				

Content Area: Social Studies	Grade Level : Fourth
<b>Module #3 “Regions and Resources”</b>	
<b>Interdisciplinary Connections: <u>English Language Arts:</u></b>	
CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.	
CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.	
CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	
CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases	
CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.	
CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	
<b>Career Ready Practices</b>	
CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills	CPR6 Demonstrate creativity and innovation. CRP7 Employ valid and reliable research strategies. CRP11 Use
CPR4 Communicate clearly and effectively and with reason.	technology to enhance productivity.
CRP5 Consider the environmental, social and economic impacts of decisions.	CRP12 Work productively in teams while using cultural global competence.



<p><b>21<sup>st</sup> Century Themes:</b> • Global Awareness • Civic Literacy</p> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> <li>◦ Creativity and Innovation <ul style="list-style-type: none"> <li>▪ Think critically</li> <li>▪ Work Creatively with Others</li> <li>▪ Implement Innovations</li> </ul> </li> <li>◦ Critical Thinking and Problem Solving <ul style="list-style-type: none"> <li>▪ Reason Effectively</li> <li>▪ Use Systems Thinking</li> <li>▪ Make Judgments and Decisions</li> <li>▪ Solve Problems</li> </ul> </li> <li>◦ Communication and Collaboration <ul style="list-style-type: none"> <li>▪ Communicate Clearly</li> <li>▪ Collaborate with Others</li> <li>▪ Apply Technology Effectively</li> </ul> </li> </ul> </li> <li>• <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> <li>◦ Information Literacy <ul style="list-style-type: none"> <li>▪ Access and Evaluate Information</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Use and Manage Information</li> <li>◦ ICT Literacy</li> <li>• <u>Life and Career Skills</u> <ul style="list-style-type: none"> <li>◦ Flexibility and Adaptability <ul style="list-style-type: none"> <li>▪ Adapt to Change</li> <li>▪ Be Flexible</li> </ul> </li> <li>◦ Initiative and Self-Direction <ul style="list-style-type: none"> <li>▪ Manage Goals and Time</li> <li>▪ Work Independently</li> <li>▪ Be Self-directed Learners</li> </ul> </li> <li>◦ Social and Cross Cultural Skills <ul style="list-style-type: none"> <li>▪ Interact with others</li> <li>▪ Work Effectively in Diverse Teams</li> </ul> </li> <li>◦ Productivity and Accountability <ul style="list-style-type: none"> <li>▪ Manage Projects</li> <li>▪ Produce Results</li> </ul> </li> <li>◦ Leadership and Responsibility <ul style="list-style-type: none"> <li>▪ Guide and Lead Others</li> <li>▪ Be Responsible to Others</li> </ul> </li> </ul> </li> </ul>
<p><b>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:</b> Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi- Leveled Questions, Extra Time, Technology Use</p>	

### Module #3 “Regions and Resources”

#### Standard and Cumulative Progress Indicators:

**6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### A. Civics, Government, and Human Rights

- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3 Determine how “fairness”, “equality” and “common good” have influenced change at the local and national levels of United States 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 the roles of elected representatives and how they interact with citizens at local, state, and national levels.

#### B. Geography, People, and the Environment

- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical Environment to understand the concept of regionalism.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.B.10 Identify the major cities in New Jersey and the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

#### C. Economics, Innovation and Technology

- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or labor force have played in economic opportunity.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**Enduring Understanding:**

- A region is an area of land with common features such as geographic position, wildlife or climate.
- NJ has four distinct regions and it is positioned in a key location with important roads and bridges.
- NJ has various resources that provide opportunities for activities and businesses.

**Essential Questions:**

- Why are locations divided into regions?
- What are the four regions and characteristics of NJ?
- What resources does NJ have that helps NJ businesses?
- How does geography influence the way people adapt to their environment?

<ul style="list-style-type: none"> <li>• People adapt to their environment based on the available resources.</li> </ul>	
<p><b>Knowledge and Skills:</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• Describe the geography of NJ, including the Atlantic Coastal Plain, Piedmont, Highlands, Ridge and Valley, the Pinelands, the Jersey Shore, the Palisades, Appalachian Mountains.</li> <li>• Identify the major cities of NJ.</li> <li>• Identify waterways of NJ.</li> <li>• Understand that resources can either be living or non-living.</li> <li>• Understand characteristics of renewable and non-renewable resources and the role of resources in daily life.</li> <li>• Identify similarities and differences between urban and suburban communities.</li> <li>• Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.</li> </ul>	
<p><b>Demonstration of Learning:</b></p> <ul style="list-style-type: none"> <li>• Complete cause and effect graphic organizer identifying how/why people of New Jersey have adapted to their environment</li> </ul>	<p><b>Suggested Tasks and Activities:</b></p> <ul style="list-style-type: none"> <li>• Divide a map of New Jersey into regions: Natural Resource maps</li> <li>• Identify major cities of New Jersey on map</li> <li>• Identify waterways on map of New Jersey on Physical Map</li> <li>• T-Chart sort of renewable and nonrenewable resources</li> <li>• Compare characteristics of Woodland Park (suburban) and Paterson and or New York City (urban)</li> </ul>
<p><b>Benchmark Assessment:</b></p> <p>Describe each region in the United States; discuss how their natural resources helped the region with economic growth.</p>	
<p><b>Technology Integration:</b></p> <ul style="list-style-type: none"> <li>• BrainPop videos to launch and support knowledge and skills</li> <li>• Google Maps</li> <li>• Woodland Park Town Website</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• New Jersey Textbook for NJ regions</li> <li>• <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a></li> </ul>

**Module #3 “Regions and Resources”****Core Lesson #1 “Regions of the United States”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>• Understand the different regions of the United States</li><li>• Create a region map of the United States</li><li>• Identify major cities in each region</li></ul>	6.1.B	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<a href="https://www.eduplace.com/ss/maps/usa.html">https://www.eduplace.com/ss/maps/usa.html</a> <ul style="list-style-type: none"><li>• Display map of the United States</li><li>• Introduce vocabulary</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>• Hand-out maps of USA (see above link)</li><li>• Read in SS Harcourt “Horizons” text pgs. 63-64</li><li>• Students will label all the states in each region</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>• Students will create a region map of the United States</li><li>• Label major cities in each region.</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Northeast</li><li>• South</li><li>• Midwest</li><li>• West</li></ul>				

**Module #3 “Regions and Resources”****Core Lesson #2 “Physical Characteristics of Regions”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Describe the variety of landforms in the United States</li><li>Identify the locations and types of mountain ranges and plains in the United States</li></ul>	6.1.B	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"><li>Use Harcourt “Horizons” text – Chapter 1 –Lesson 2</li><li>Display a map of the United States</li><li>Review the regions</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Read and discuss pgs. 28-33</li><li>See Ch.1 PowerPoint Presentation on 4<sup>th</sup> gr. Instructional Drive</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Complete questions on pg. 33</li><li>Label United States map of land features</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Landform</li><li>Mountain range</li><li>Sea level</li><li>Piedmont</li><li>Plateau</li><li>Coastal plain</li><li>Peninsula</li><li>Basin</li><li>Canyon</li></ul>				

**Module #3 “Regions and Resources”****Core Lesson #3 “Natural Resource of Regions – Northeast”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify the natural resources of New England</li><li>Identify the natural resources of Mid-Atlantic states</li></ul>	6.1.B	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	Use Harcourt “Horizons” : Chapter 3 –Lesson 2 pgs. 108-111 Chapter 4 –Lesson 1 pg. 128 <ul style="list-style-type: none"><li>Discuss natural resources</li><li>Distinguish between renewable and non-renewable resources</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Read and discuss pgs. 108-11</li><li>Read and discuss pg. 108</li><li>See PP presentation in 4<sup>th</sup> grade Instructional Drive</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Students will write/discuss natural resources of the Northeast</li><li>Question activity on pg. 111</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Glacier</li><li>Quarry</li><li>Breadbasket Colony</li></ul>				

**Module #3 “Regions and Resources”****Core Lesson #4 “Natural Resources – South-Midwest”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify natural resources in the Atlantic Coast and Appalachian states and some industries based on them.</li><li>Identify important resources of the Southeast and Gulf states today.</li><li>Identify the primary economic activities in the South Central states.</li><li>Explain the geological process that created the Great Lakes region fertile soil.</li><li>Identify the major crops of the Plains.</li></ul>	6.1.B.	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	Use Harcourt –“Horizons” text Chapter 5 – Lesson 2 pg. 180-181 Chapter 6 –Lesson 2 pg. 206-207 Chapter 7 – Lesson 2 pg. 236-239 Chapter 8 – Lesson 2 pgs. 27-277 Chapter 9 - Lesson 2 – pgs.304-306 <ul style="list-style-type: none"><li>Review natural resources</li></ul>
		<i>Activity</i>	12-15 minutes (multiple days)	<ul style="list-style-type: none"><li>Teach and discuss sections listed above</li><li>Students will read text and have an open discussion about how the resources are different in this part of the USA</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Follow-up with questions (teacher discretion) on pgs. 185, 211, 241, 201, 309</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Food processing</li><li>Pulp</li><li>Fertilizer</li><li>Petroleum</li><li>Crude oil</li><li>Refinery</li></ul>				



**Module #3 “Regions and Resources”****Core Lesson #5 “Natural Resources – West”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify the important industries in the region.</li><li>Explain why the Southwestern Desert is Dry</li><li>Identify new water sources that people have developed in this region</li><li>Describe the natural resources and diverse economy of the Pacific states.</li></ul>		<i>Introduction/ Anticipatory Set</i>	5-7 minutes	Use Harcourt –“Horizons” text Chapter 10 – Lesson 2 – pg. 351-352 Chapter 11 – Lesson 2 – pg. 373- 379 Chapter 12 – Lesson 3 – pg. 405-410 <ul style="list-style-type: none"><li>Display map of Western part of USA</li><li>Review states in this region</li></ul>
		<i>Activity</i>	12-15 minutes (multiple days)	<ul style="list-style-type: none"><li>Teach and discuss sections listed above</li><li>Students will read text and have an open discussion about how the resources are different in this part of the USA</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"><li>Follow-up with questions (teacher discretion) on pgs. 355, 379, 410</li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Rain shadow</li><li>Cloudburst</li><li>Arroyo</li><li>Aqueduct</li><li>Migrant worker</li></ul>	<ul style="list-style-type: none"><li>Ecosystem</li><li>Oil slick</li><li>Wetlands</li></ul>			

Content Area: Social Studies	Grade Level : Fourth
<b>Module # 4 “Native Americans and European Explorers”</b>	
<b>Interdisciplinary Connections: <u>English Language Arts:</u></b>	
CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.	
CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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.	
CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	
CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases	
CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.	
CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	
<b>Career Ready Practices</b>	
CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills	CPR6 Demonstrate creativity and innovation.
CPR4 Communicate clearly and effectively and with reason.	CRP7 Employ valid and reliable research strategies. CRP11 Use technology to enhance productivity.
CRP5 Consider the environmental, social and economic impacts of decisions.	CRP12 Work productively in teams while using cultural global competence.

**21<sup>st</sup> Century Themes:** • Global Awareness • Civic Literacy

**21<sup>st</sup> Century Skills:**

- Learning and Innovation Skills

- Creativity and Innovation
  - Think critically
  - Work Creatively with Others
  - Implement Innovations
- Critical Thinking and Problem Solving
  - Reason Effectively
  - Use Systems Thinking
  - Make Judgments and Decisions
  - Solve Problems
- Communication and Collaboration
  - Communicate Clearly
  - Collaborate with Others
  - Apply Technology Effectively

- Information, Media and Technology Skills

- Information Literacy
  - Access and Evaluate Information

- Use and Manage Information

- ICT Literacy

- Life and Career Skills

- Flexibility and Adaptability
  - Adapt to Change
  - Be Flexible
- Initiative and Self-Direction
  - Manage Goals and Time
  - Work Independently
  - Be Self-directed Learners
- Social and Cross Cultural Skills
  - Interact with others
  - Work Effectively in Diverse Teams
- Productivity and Accountability
  - Manage Projects
  - Produce Results
- Leadership and Responsibility
  - Guide and Lead Others
  - Be Responsible to Others

**Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi- Leveled Questions, Extra Time, Technology Use

## Module # 4 “Native Americans and European Explorers”

### Standard and Cumulative Progress Indicators:

**6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### A. Civics, Government, and Human Rights

- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3 Determine how “fairness”, “equality” and “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.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.

#### B. Geography, People and the Environment

- 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.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.10 Identify the major cities in New Jersey and the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

#### D. History, Culture, and Perspectives.

- ❓ 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.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- ❓ 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- ❓ 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- ❓ 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Enduring Understanding:**

- European exploration expanded global, economic, and cultural exchange into the Western Hemisphere.
- Native Americans were forced to move further west.
- Explorers/settlers came to New Jersey for economic, political, and religious reasons.

**Essential Questions:**

- Why was exploration of the Americas, including New Jersey important?
- What were the consequences of the interactions between the European and the Native Americans?
- What brought explorers/settlers to New Jersey?

<b>Knowledge and Skills:</b>  Students will... <ul style="list-style-type: none"> <li>• Describe the Lenape village life, including meals, homes, tradition, and recreation.</li> <li>• Identify various European explorers and their interactions, as well as the Colonists interactions with the Native Americans.</li> <li>• Review Christopher Columbus, Introduce Henry Hudson</li> <li>• Describe how the English gained control over New Netherland.</li> <li>• Compare the development of East Jersey and West Jersey.</li> <li>• Explain how East and West Jersey became a unified colony.</li> </ul>	
<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Create a timeline of early European Exploration</li> </ul>	<b>Suggested Tasks and Activities:</b> <ul style="list-style-type: none"> <li>• Cause and effect writing on interactions between Native Americans and settlers</li> <li>• View map of tri-state area and identify Hudson River as it relates to Henry Hudson</li> <li>• Locate New York City on the map and identify it as the original Dutch colony, New Netherland</li> <li>• Create a map that plots settlers in different regions of New Jersey to show divide</li> </ul>
<b>Benchmark Assessment:</b> Write an essay on the cause and effect relationship between the early explorers and the Native Americans? Discuss what caused the early explorers to come to the “New World” and discuss the short-term and long-term effects on the Native Americans.	
<b>Technology Integration:</b> <ul style="list-style-type: none"> <li>• Google Maps</li> <li>• Woodland Park Town Website</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.lenapelifeways.org/lenape1.htm">http://www.lenapelifeways.org/lenape1.htm</a></li> <li>• <a href="http://www.nanticoke-lenape.info/history.htm">http://www.nanticoke-lenape.info/history.htm</a></li> <li>• <a href="https://www.readworks.org/article/Tribal-Tribute/e34ee388-bdbe-4f9a-9c21-693556178550#!articleTab:content/">https://www.readworks.org/article/Tribal-Tribute/e34ee388-bdbe-4f9a-9c21-693556178550#!articleTab:content/</a></li> <li>• <a href="http://civiced.rutgers.edu/njlessons.html">http://civiced.rutgers.edu/njlessons.html</a></li> </ul>

## Module #4 "Native Americans and European Explorers"

### Core Lesson #1 "Life of Native Americans – Lenape"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Understand how the Lenape Native Americans live (meals, homes, traditions and recreation)</li> <li>Understand modern-day tributes to Native Americans</li> </ul>	6.1.4.D.1	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"> <li><a href="http://www.lenapelifeways.org/lenape1.htm">http://www.lenapelifeways.org/lenape1.htm</a></li> <li>See link above for resources</li> <li>Activate prior knowledge of Lenni-Lenape Indians</li> <li><a href="http://www.nanticoke-lenape.info/history.htm">http://www.nanticoke-lenape.info/history.htm</a></li> </ul>
		<i>Activity (multiple days)</i>	12-15 minutes	<ul style="list-style-type: none"> <li>Teach and discuss life of Lenape Indians</li> <li>Students will write brief summaries of Lenape life in a brochure.</li> <li>Informational text about Native American Museum and questions</li> <li><a href="https://www.readworks.org/article/Tribal-Tribute/e34ee388-bdbe-4f9a-9c21-693556178550#!articleTab:content/">https://www.readworks.org/article/Tribal-Tribute/e34ee388-bdbe-4f9a-9c21-693556178550#!articleTab:content/</a></li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>Students will present Lenape brochure.</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Lenape</li> <li>Clan</li> <li>Wigwams</li> <li>Longhouses</li> </ul>				

## Module #4 “Native Americans and European Explorers”

### Core Lesson #2 “ Interaction between Native Americans and European Explorers”

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Explain how the Pilgrims, Puritans, and other settlers colonized New England.</li> <li>Describe the relationship between colonists and Native Americans and how it changed.</li> </ul>	6.1.4.D.1	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"> <li>Use Harcourt “Horizons” text</li> <li>Chapter 3 – Lesson 1 pgs. 100-103</li> <li>Display a map of the New England states</li> <li>Native Americans living in this region: Wampanoag, Narraganset, Massachuset</li> </ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"> <li>Teach and discuss how Native American tribes lived in New England</li> <li>Discuss Pilgrims and how they lived</li> <li>Show Plymouth Planation site - photos</li> <li><a href="https://www.plimoth.org/what-see-do/wampanoag-homesite">https://www.plimoth.org/what-see-do/wampanoag-homesite</a></li> <li>Discuss conflict between the two groups of people</li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>In a group activity, students will write 2 dialogues between European settlers and Native Americans</li> <li>First: friendly, helping</li> <li>Second: angry over taking land</li> </ul>



<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Cape</li> <li>• Colony</li> <li>• Colonist</li> <li>• harbor</li> </ul>	
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Module #4 “Native Americans and European Explorers”				
Core Lesson #3 “Arrival of Europeans-Dutch and English”				
Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"><li>Identify the mix of cultural and religious backgrounds among the settlers of the Middle Atlantic Colonies.</li><li>Understand the Quaker religion; William Penn</li></ul>	6.1.4.D.	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"><li>Use Harcourt “Horizons” text</li><li>Chapter 4 – Lesson 1 pgs. 126-127</li></ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"><li>Discuss how the English took over New Amsterdam; renamed it New York</li><li>Explain how William Penn’s religion helped him better understand the plight of the Native Americans and other minority groups</li></ul>
		<i>Evaluate/Assess</i>	10-12 minutes	Locate NYC on map – Identify original Dutch colony
				<ul style="list-style-type: none"><li><a href="http://thebirdfeednyc.com/wp-content/uploads/2014/06/New-York-City-Boroughs-Coloring-Activity-for-Kids.pdf">http://thebirdfeednyc.com/wp-content/uploads/2014/06/New-York-City-Boroughs-Coloring-Activity-for-Kids.pdf</a></li></ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Confederation</li><li>Treaty</li></ul>				

## Module #4 "Native Americans and European Explorers"

### Core Lesson #4 "Routes of Henry Hudson"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Trace Henry Hudson's exploration of Middle Atlantic Region.</li> <li>Understand the importance of his exploration.</li> </ul>	6.1.B	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"> <li>Use Harcourt "Horizons" text</li> <li>Chapter 4 – Lesson 1 pgs. 126-127</li> <li>Locate Holland/Netherlands on a map</li> <li>Informational text: Henry Hudson – use as an introduction – see map</li> <li><a href="https://www.superteacherworksheets.com/reading-comp/5th-hudson_WMWWQW.pdf?up=1466611200">https://www.superteacherworksheets.com/reading-comp/5th-hudson_WMWWQW.pdf?up=1466611200</a></li> <li><a href="https://www.superteacherworksheets.com/state-maps/map-new-york-labeled-bw_BGDTR.pdf?up=1466611200">https://www.superteacherworksheets.com/state-maps/map-new-york-labeled-bw_BGDTR.pdf?up=1466611200</a></li> </ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"> <li>Read and discuss Henry Hudson and the Dutch</li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>Henry Hudson Routes and activities</li> <li><a href="https://www.superteacherworksheets.com/explorers/hudson-map_WMWWQZ.pdf?up=1466611200">https://www.superteacherworksheets.com/explorers/hudson-map_WMWWQZ.pdf?up=1466611200</a></li> </ul>

**Vocabulary:**

- Half Moon
- Netherlands/Holland

## Module #4 "Native Americans and European Explorers"

### Core Lesson #5 "Explorer Exploration"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Research a European Explorer</li> <li>Present research project to class.</li> </ul>	6.1.D.	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"> <li>Use template for Research Project</li> <li><a href="https://www.superteacherworksheets.com/explorers/explorer-report_WMWMN.pdf?up=1466611200">https://www.superteacherworksheets.com/explorers/explorer-report_WMWMN.pdf?up=1466611200</a></li> </ul>
		<i>Activity</i>	12-15 minutes (multiple days)	<ul style="list-style-type: none"> <li>Students will choose a European Explorer</li> <li>Research in Computer Lab or Library</li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>Present to class (possibly dress-up in costume)</li> <li>Use a rubric to grade</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>All vocabulary from previous lessons</li> </ul>				

Content Area: Social Studies	Grade Level : Fourth
<b>Module #5 “New Jersey – Then and Now”</b>	
<b>Interdisciplinary Connections: <u>English Language Arts:</u></b> CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented. CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	
<b>Career Ready Practices</b> CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills CPR4 Communicate clearly and effectively and with reason. CRP5 Consider the environmental, social and economic impacts of decisions.	
CPR6 Demonstrate creativity and innovation. CRP7 Employ valid and reliable research strategies. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.	

<p><b>21<sup>st</sup> Century Themes:</b> • Global Awareness • Civic Literacy</p> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• <u>Learning and Innovation Skills</u> <ul style="list-style-type: none"> <li>◦ Creativity and Innovation <ul style="list-style-type: none"> <li>▪ Think critically</li> <li>▪ Work Creatively with Others</li> <li>▪ Implement Innovations</li> </ul> </li> <li>◦ Critical Thinking and Problem Solving <ul style="list-style-type: none"> <li>▪ Reason Effectively</li> <li>▪ Use Systems Thinking</li> <li>▪ Make Judgments and Decisions</li> <li>▪ Solve Problems</li> </ul> </li> <li>◦ Communication and Collaboration <ul style="list-style-type: none"> <li>▪ Communicate Clearly</li> <li>▪ Collaborate with Others</li> <li>▪ Apply Technology Effectively</li> </ul> </li> </ul> </li> <li>• <u>Information, Media and Technology Skills</u> <ul style="list-style-type: none"> <li>◦ Information Literacy <ul style="list-style-type: none"> <li>▪ Access and Evaluate Information</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <u>Use and Manage Information</u> <ul style="list-style-type: none"> <li>◦ ICT Literacy</li> </ul> </li> <li>• <u>Life and Career Skills</u> <ul style="list-style-type: none"> <li>◦ Flexibility and Adaptability <ul style="list-style-type: none"> <li>▪ Adapt to Change</li> <li>▪ Be Flexible</li> </ul> </li> <li>◦ Initiative and Self-Direction <ul style="list-style-type: none"> <li>▪ Manage Goals and Time</li> <li>▪ Work Independently</li> <li>▪ Be Self-directed Learners</li> </ul> </li> <li>◦ Social and Cross Cultural Skills <ul style="list-style-type: none"> <li>▪ Interact with others</li> <li>▪ Work Effectively in Diverse Teams</li> </ul> </li> <li>◦ Productivity and Accountability <ul style="list-style-type: none"> <li>▪ Manage Projects</li> <li>▪ Produce Results</li> </ul> </li> <li>◦ Leadership and Responsibility <ul style="list-style-type: none"> <li>▪ Guide and Lead Others</li> <li>▪ Be Responsible to Others</li> </ul> </li> </ul> </li> </ul>
<p><b>Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented:</b> Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi- Leveled Questions, Extra Time, Technology Use</p>	

## Module #5 “New Jersey – Then & Now”

### Standard and Cumulative Progress Indicators:

**6.1 U.S. History: America in the World.** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### A. Civics, Government, and Human Rights

- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.

#### B. Geography, People and the Environment

- 6.1.4.B.10 Identify the major cities in New Jersey and the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

#### C. Economics, Innovation and Technology

- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

#### D. History, Culture, and Perspectives.

- 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.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.7 Explain the role Governor Livingston played in the development of New Jersey government.
- 6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.
- 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

**Enduring Understanding:**

- Geography, strategy, resources, and motivation directly influenced the outcomes of the American Revolution and Civil War.

**Essential Questions:**

- What impact did the American Revolution and the Civil War have on different groups living in the colonies/United States?
- What kinds of technological innovation occurred after the American Revolution to help New Jersey grow?



<ul style="list-style-type: none"> <li>• New Jersey was the site of much technological innovation, including the development of canals, railroads, and the telegraph.</li> <li>• Most Americans have ancestors from other countries contributing to the diversity of our country.</li> </ul>	<ul style="list-style-type: none"> <li>• How does America's heritage affect what America is all about?</li> </ul>
<p><b>Knowledge and Skills:</b> Students will...</p> <ul style="list-style-type: none"> <li>• Key historical events, documents, and individuals led to the development of our nation (American Revolution: Declaration of Independence and Bill of Rights)</li> <li>• Identify contributions and influence of Paul Revere, Benjamin Franklin, Thomas Jefferson</li> <li>• In a representative democracy, individuals elect representatives to act on the behalf of the people.</li> <li>• Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.</li> <li>• Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.</li> <li>• Understand that we must show respect and acceptance of others in spite of differences.</li> <li>• Identify and discuss major discoveries and inventions, the scientists and inventors who developed them, and their impact on life today (Thomas Edison &amp; Lewis Latimer-light bulb, Eldridge Johnson-Victrola/phonograph, John P. Holland-submarines and Holland tunnel named for him)</li> <li>• Explain changes in New Jersey cities over time.</li> </ul>	
<p><b>Demonstration of Learning:</b></p> <ul style="list-style-type: none"> <li>• Re-create Ellis Island experience in classroom through stations set up. Students will document experience through journal entries.</li> <li>• My Heritage Project: (Powerpoint, recipe card, presentation to class)</li> </ul>	<p><b>Suggested Tasks and Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce Declaration of Independence and Bill of Rights through brainpop.com</li> <li>• Read <u>Now and Ben: The Modern Inventions of Benjamin Franklin</u> and discuss contributions and proverbs still used today</li> <li>• <a href="http://pbskids.org/democracy/vote/">http://pbskids.org/democracy/vote/</a></li> <li>• Discuss melting pot nation through Ellis Island Virtual Field Trip</li> <li>• Explore inventors through superteacherworksheets.com comprehension and guided reading</li> <li>• <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a> to explore Thomas Edison laboratory</li> <li>• <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a> to explore Silk City</li> </ul>
<p><b>Benchmark Assessment:</b> <b>Ancestry Project – Choose one of the following:</b></p> <ul style="list-style-type: none"> <li>• Have children interview their parents about their ethnic background and</li> <li>• Research to create a doll wearing a native costume from the country their ancestors came from.</li> <li>• Or have students create a family tree.</li> <li>• Or have students do research on ethnic foods and with parental help prepare and</li> </ul>	

<p>serve an ethnic meal containing dishes from different ethnic backgrounds to the whole class.</p> <p>Combine recipes into a cookbook for all members of the class.</p>	
<p><b>To Technology Integration:</b></p> <ul style="list-style-type: none"> <li>Brainpop</li> <li><a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a> (American Revolution, Inventions of Thomas Edison, Underground Railroad, Immigration)</li> <li>Pbskid.org (Voting)</li> <li>Multi-Media Presentations for My Heritage Project</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><u>Now and Ben: The Modern Inventions of Benjamin Franklin</u> (in Media Center)</li> <li>Websites</li> <li><a href="http://www.superteacherworksheets.com">www.superteacherworksheets.com</a></li> </ul>

Module #5 “New Jersey – Then & Now”				
Core Lesson #1 “American Revolution”				
Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>Explain why the colonies sought independence from Great Britain</li> <li>Understand the significance of the Declaration of Independence</li> </ul>	6.1.D	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<p>Use Harcourt –“Horizons” text Chapter 4 – Lesson 1 – pgs. 129-132</p> <ul style="list-style-type: none"> <li>Students to read informational text:</li> <li><a href="https://www.readworks.org/article/Colonization-and-Revolutionary-War-Background-to-the-Colonies/cbdb861e-9383-49fe-905b-536b5b25fa4e#!articleTab:content/">https://www.readworks.org/article/Colonization-and-Revolutionary-War-Background-to-the-Colonies/cbdb861e-9383-49fe-905b-536b5b25fa4e#!articleTab:content/</a></li> <li>Discuss with class</li> </ul>
		<i>Activity</i>	12-15 minutes (multiple days)	<ul style="list-style-type: none"> <li>Display map of the 13 colonies</li> <li><a href="https://www.superteacherworksheets.com/colonial-">https://www.superteacherworksheets.com/colonial-</a></li> </ul>

			<a href="http://www.superteacherworksheets.com/revolutionary-war/colonial-battle-map1775_COLNY.pdf?up=1466611200">america/colonial-map1775_COLNY.pdf?up=1466611200</a> <p>Read and discuss “A Time of Growth” pg.129-130</p> <ul style="list-style-type: none"> <li>• Read and discuss “A New Nation” pg. 130-131</li> <li>• Declaration of Independence</li> <li>• See Instructional drive for PP presentation on Amer. Rev.</li> <li>• <a href="http://www.superteacherworksheets.com/revolutionary-war/colonial-battle-map1775_BATTL.pdf?up=1466611200">Article on the Revolutionary War</a></li> <li>• Display “Battles of Amer. Rev.”  <a href="https://www.superteacherworksheets.com/revolutionary-war/colonial-battle-map1775_BATTL.pdf?up=1466611200">https://www.superteacherworksheets.com/revolutionary-war/colonial-battle-map1775_BATTL.pdf?up=1466611200</a> </li> </ul> <p>Analyzing Art Work (whole class)</p> <ul style="list-style-type: none"> <li>• <a href="https://www.superteacherworksheets.com/revolutionary-war/delaware-crossing-picture_NIGHT.pdf?up=1466611200">https://www.superteacherworksheets.com/revolutionary-war/delaware-crossing-picture_NIGHT.pdf?up=1466611200</a></li> </ul>
	<i>Evaluate/Assess</i>	10-12 minutes	<p>Concluding lesson: pg. 132 #4,5,6,7</p> <p>Analyzing Art work: (independent)</p> <p><a href="https://www.superteacherworksheets.com/revolutionary-war/founding-fathers-hard-at-work_WRITE.pdf?up=1466611200">https://www.superteacherworksheets.com/revolutionary-war/founding-fathers-hard-at-work_WRITE.pdf?up=1466611200</a></p>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Port</li> <li>• Generation</li> <li>• Representation</li> </ul>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Revolution</li> <li>• Declaration</li> </ul>		

<b>Module #5 “New Jersey – Then and Now”</b> <b>Core Lesson #2 “The United States Constitution”</b>				
Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Identify the fundamental rights guaranteed by the US Constitution and the Bill of Rights</li> <li>Understand the branches of government</li> </ul>	6.1.4.A.2	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"> <li>Introduction of The Constitution – Informational text</li> <li><a href="https://www.readworks.org/article/The-United-States-Constitution/22053713-e592-4fee-bf3c-d21f1e0b0e57#!articleTab:content/">https://www.readworks.org/article/The-United-States-Constitution/22053713-e592-4fee-bf3c-d21f1e0b0e57#!articleTab:content/</a></li> </ul>
		<i>Activity</i>	12-15 minutes (multiple days)	<ul style="list-style-type: none"> <li>Teach about the “Preamble”</li> <li><a href="https://www.readworks.org/article/American-Government--Preamble-to-the-United-States-Constitution/04c2c943-4634-49ae-bd73-c7954e4857f1#!articleTab:content/">https://www.readworks.org/article/American-Government--Preamble-to-the-United-States-Constitution/04c2c943-4634-49ae-bd73-c7954e4857f1#!articleTab:content/</a></li> <li>Bill of Rights;</li> <li><a href="https://www.readworks.org/article/American-Government--The-Bill-of-Rights-Part-I/9c54b60a-65ea-4ff3-a049-36111fdc5b00#!articleTab:content/">https://www.readworks.org/article/American-Government--The-Bill-of-Rights-Part-I/9c54b60a-65ea-4ff3-a049-36111fdc5b00#!articleTab:content/</a></li> <li><a href="https://www.readworks.org/article/American-Government--The-Bill-of-Rights-Part-II/162cc3b5-8ce7-4a73-b884-">https://www.readworks.org/article/American-Government--The-Bill-of-Rights-Part-II/162cc3b5-8ce7-4a73-b884-</a></li> </ul>

				<a href="#">4139ff20e673#!articleTab:content/</a> <ul style="list-style-type: none"> <li>• Branches of Government set up by the Constitution;</li> <li>• <a href="#">Article on the Branches of Government</a></li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>• Students will complete the questions after each informational text.</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Preamble</li> <li>• Constitution</li> <li>• Democracy</li> <li>• Ensure</li> </ul>				

## Module #5 "Growth and Change of New Jersey"

### Core Lesson #3 "American Civil War"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Analyze the causes of the Civil War and explain its outcome</li> <li>Understand the role of Reconstruction</li> </ul>	6.1.D	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	Use Harcourt – "Horizons" Chapter 6 –Lesson 1 –pgs. 203 -205 <ul style="list-style-type: none"> <li>Display a map of the USA in 1860 –show states and territories</li> </ul>
		<i>Activity</i>	12-15 minutes	<ul style="list-style-type: none"> <li>Read and discuss 'cash crop' and 'A Nation Divided'</li> <li><a href="#">Article about the American Civil War</a></li> <li>See Instructional Drive for PowerPoint presentation Chapter 6</li> <li><a href="#">Article on slavery and the underground railroad</a></li> <li><a href="#">After the Civil War – Reconstruction</a></li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>Students will answer questions based on informational texts.</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Abolish</li> <li>Emancipation</li> <li>Cash crop</li> <li>Union</li> <li>Secede</li> <li>Confederacy</li> </ul>	<ul style="list-style-type: none"> <li>Civil War</li> </ul>			

## Module #5 "New Jersey –Then and Now"

### Core Lesson #4 "New Jersey's Railroads – Yesterday and Today"

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Explain how a steam engine works.</li> <li>Understand the development of railroads across New Jersey impacted the economies of New Jersey and the United States.</li> </ul>	6.1.4.C.15 6.1.4.C.17	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<ul style="list-style-type: none"> <li><a href="#">Lesson on website: New Jersey's Railroads: Yesterday and Today</a></li> <li>Ask students; "Have you been on a train?" "Where did you go?"</li> <li>"How do railroads differ from cars and buses?"</li> </ul>
		<i>Activity</i>	12-15 minutes (multiple days)	<ul style="list-style-type: none"> <li>Teach and discuss vocabulary</li> <li>See 4<sup>th</sup> grade instr. drive for specifics</li> <li>Discuss "Iron Horse"</li> <li>How a steam engine works</li> <li><a href="#">How a steam engine works - diagram</a></li> <li>Teach "development of Mainline Railroads and canals in New Jersey" (see instr. drive)</li> </ul>
		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>Compare canal and rail transportation and how it impacted the economies of NJ and the U.S.</li> <li>See Instr. Drive for template</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Railroad</li> <li>Rolling stock</li> <li>Iron Horse</li> </ul>	<ul style="list-style-type: none"> <li>Steam engine</li> </ul>			

**Module #5 “New Jersey – Then and Now”**

**Core Lesson #5 “Immigration to New Jersey”**

Objectives	NJSLS	Segment	Time	Instructional Resources/Materials
<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Understand why New Jersey has a multiethnic population</li> <li>Understand why immigrants decided to leave their homeland and settle in New Jersey</li> <li>Understand how an immigrant becomes a citizen</li> </ul>	6.1.4.A.13 6.1.4.A.14 6.1.4.D.2	<i>Introduction/ Anticipatory Set</i>	5-7 minutes	<a href="#">Lesson here on website: Immigration to New Jersey</a> <ul style="list-style-type: none"> <li>Ask students if any of their relatives are immigrants</li> <li>What country did they come from?</li> <li>Display map of world – point out countries</li> <li>See vocabulary on 4<sup>th</sup> grade inst. drive</li> </ul>
		<i>Activity</i>	12-15 minutes (multiple days)	<ul style="list-style-type: none"> <li>Where did early immigrants come from and where did they settle and why?</li> <li>See 4<sup>th</sup> grade instr. Drive for background</li> <li>Students will color in map of NJ with locations of where immigrants lived (see lesson plan for details)</li> <li>Display photos of Ellis Island – discuss photos</li> <li>Explain how an immigrant becomes a US citizen (see handout in lesson plan)</li> </ul>



		<i>Evaluate/Assess</i>	10-12 minutes	<ul style="list-style-type: none"> <li>• Ask students to identify a situation in their lives when they met individuals with a different culture that conflicted with theirs (e.g., differing religious days) and to explain how they dealt with the situation.</li> <li>• In a short essay, explain why it is important to understand the perspectives of the many cultures in New Jersey.</li> </ul>
Vocabulary: <ul style="list-style-type: none"> <li>• Ancestors</li> <li>• Descendants</li> <li>• Ethnic group or ethnicity</li> <li>• Heritage</li> <li>• Huguenots</li> <li>• Immigrant</li> </ul>				