

**Orange School District**



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# Social Studies

**Curriculum Guide – Grade 4**

2010 Edition

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## TABLE OF CONTENTS

I.	Philosophy.....	ii
II.	Course Description.....	ii
III.	NJCCCS for Social Studies.....	iii
IV.	Performance Expectations.....	iv
V.	Blueprint .....	1
	• Unit 1 Geography & New Jersey.....	1-2
	• Unit 2 New Jersey History: The Lenape and Arrival of Europeans.....	3-4
	• Unit 3 Revolution in New Jersey .....	5-6
	• Unit 4 Revolution in New Jersey .....	6-8
	• Unit 5 New Jersey- A State of Diversity.....	9-10
	• Unit 6 New Jersey Government.....	11-12
VI.	Social Studies Skill Table.....	13-14

## **Philosophy**

The study of New Jersey's History is intended to assist students realize how their state's history and its function in our nation. The goal is to develop students' understanding of the geography, history, and culture of their State. New Jersey's geography is diverse in its four distinct regions and many waterways. Historically, it is well associated with our nation's history, as the state has been part of key events from colonial times to modern times. Students will explore how New Jersey culture has evolved over time from its first inhabitants, the Leni Lenape, to the numerous ethnicities that make up New Jersey's population today.

## **Course Description**

The fourth grade units of studies will focus on: Geography & New Jersey, New Jersey History, Revolution in New Jersey, New Jersey- A State of Diversity and New Jersey Government. Within each unit, students will explore six social studies themes: *Geography, History, Government and Politics, Economics, Cultural, and Social Interactions*. The curriculum is student-centered in that the student is being prepared to be the decision makers and problem solvers of the 21<sup>st</sup> Century. Research shows that learning best occurs when students are engaged and therefore there is a heavy reliance on project-based learning to encourage student development.

## **NJCCCS for Social Studies**

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. Histories: 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.*

- **Standard 6.2 World History/Global Studies.**

*All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*

- **Standard 6.3 Active Citizenship in the 21st Century.**

***All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.***

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

### **Performance Expectations**

1. Develop an awareness and appreciation for Social Studies
2. Predict outcomes from factual information
3. Compare and contrast information
4. Recognize what happens today affects tomorrow
5. Develop and understanding of our democratic system
6. Develop and understanding that conflict can be overcome by cooperation
7. Act as a responsible citizen
8. Basic understanding of location (geography)
9. Cultural perspectives
10. Recognize the relationship between social studies and the environment
11. Recognize the relationship between social studies and technology
12. Develop an understanding of how social studies links the past to the present

# UNITED STATES HISTORY

## NJ Core Curriculum Content Standard

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

<p>Unit of Study: Unit #1 Geography &amp; New Jersey <i>Suggested Activities and Resources:</i> Students can create maps of their school and/or local community to apply concepts such as scale Small groups can research different types of maps and give presentations on the differences and uses of maps. Resources for map research: <a href="http://egsc.usgs.gov/isb/pubs/booklets/topo/topo.html">http://egsc.usgs.gov/isb/pubs/booklets/topo/topo.html</a> <a href="http://www.factmonster.com/world/geography/types-maps.html">http://www.factmonster.com/world/geography/types-maps.html</a> <a href="http://maps.nationalgeographic.com/maps">http://maps.nationalgeographic.com/maps</a> Students can chart distances from school to home and other locations they visit. <a href="http://www.mapquest.com">www.mapquest.com</a> can be used to help them determine distances. Students can construct a relief map of NJ depicting the terrain. They can design their own legend to identify the four geographic regions and physical characteristics of NJ To understand how environments change over time students can complete “Applying map skills - NJ of the past: 1668 Map of Newark Activity” from the NJ Historical society found at: <a href="http://www.jerseyhistory.org/activity_map.html">http://www.jerseyhistory.org/activity_map.html</a> Students can compile data on precipitation in NJ throughout the year and plot data on graphs. Comparisons to other states can be made.</p>	<p><i>Essential Questions:</i> 1. Are maps useful tools? 2. Why does the environment change?</p> <p>Objectives- At the conclusion of this lesson students should be able to know:</p> <ol style="list-style-type: none"> <li>1. Estimate distances between two places on a map using a scale of miles.</li> <li>2. Identify different types of maps and explain how each is useful</li> <li>3. Apply map skills to identify locations and spatial relationships</li> <li>4. Describe physical and human characteristics of New Jersey including major bodies of water, mountains, the four geographic regions and the climate of NJ</li> <li>5. Explain changes in places and regions over time and the impact of these changes on the environment and people who live their</li> <li>6. Understand and be able to apply the following terms: Absolute and relative location, longitude, latitude, altitude, elevation, legend, scale and topography</li> <li>7. Identify the twenty-one counties of NJ on a map</li> </ol>	<p>Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other locations worldwide have contributed to cultural diffusion and economic interdependence.</p> <p>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.</p> <p>Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Identify the major cities in New Jersey, the United States, and in major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.</p>
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<p>Unit of Study : Unit #2 New Jersey History: The Lenape and Arrival of Europeans <i>Suggested Activities and Resources:</i> Students can conduct research projects on different aspects of Lenape culture such as religious practices, the economy, housing and clothing, and family and community structure. Students can present their findings and create dioramas or other visuals to demonstrate their understandings. Information is available at: <a href="http://www.lenapelifeways.org/">http://www.lenapelifeways.org/</a> and <a href="http://www.newyorknature.net/Native.html">http://www.newyorknature.net/Native.html</a> <a href="http://www.bigorin.org/lenape_kids.htm">http://www.bigorin.org/lenape_kids.htm</a> Have students write short stories from the perspective of a Lenape or European describing their encounter</p> <p>After reviewing customs and beliefs of the Lenape have students create Venn diagrams comparing and contrasting the Lenape to a present day society</p> <p>Chart on maps the regions where the Lenape lived prior to European exploration and where they live today Students can write and act out skits demonstrating a day in the life of a colonial family or write journal entries as if they were a child living in colonial times Information on colonial life can be found at: <a href="http://www.cybrary.org/colonial.htm">http://www.cybrary.org/colonial.htm</a> <a href="http://www.pbs.org/ktca/liberty/perspectives_daily.htm">http://www.pbs.org/ktca/liberty/perspectives_daily.htm</a> 1</p>	<p><i>Essential Questions:</i> 1. Who settled N.J.? 2. How has life in N.J. changed over time? 3. Are people today connected to those of the past? Objectives: A the conclusion of this unit students should be able to know: 1. Explain who the Lenape were and identify where they lived on a map of NJ 2. Describe elements of the Lenape culture prior to contact with Europeans 3. Assess the impact of European settlement on the Lenape people 4. Compare myths and cultural practices of the Lenape to present day societies. 5. Trace the exploration and settlement of NJ by Europeans 6. Compare the life of colonists to life in NJ</p>	<p>Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey</p> <p>Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions throughout New Jersey.</p> <p>Describe how culture is expressed and influenced by the behavior of people.</p> <p>Determine how local and state communities have changed over time, and explain the reasons for changes.</p>
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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.

Unit of Study: Unit 3 - Revolution in New Jersey

*Suggested Activities and Resources:*

Resources for NJ in the Revolution available at:

Winter encampment at Jockey Hollow lessons at:

[http://www.state.nj.us/state/historykids/pdfs/american\\_r  
evolution/american\\_revolution\\_teacher.pdf](http://www.state.nj.us/state/historykids/pdfs/american_revolution/american_revolution_teacher.pdf)

<http://www.doublegv.com/ggv/militia.html>

[http://www.njstatelib.org/NJ\\_Information/Digital Colle  
ctions/Revolution/Soldier.pdf](http://www.njstatelib.org/NJ_Information/Digital_Collections/Revolution/Soldier.pdf)

Learning about Trenton and Morristown during the Revolution, “Two cities during the Revolution” found at NJ Historical Society website:

[http://www.jerseyhistory.org/assets/njhs\\_jjourneys\\_pdf/  
pdf\\_file/nov99.pdf](http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/nov99.pdf)

African Americans in the American Revolution, “Two Stories from Revolutionary War Times” from *Jersey Journals* NJ Historical Society

[http://www.jerseyhistory.org/assets/njhs\\_jjourneys\\_pdf/  
pdf\\_file/feb98.pdf](http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/feb98.pdf)

*NJ Colonial Newspaper:* As a culminating project students can create a newspaper describing significant events of the Revolution that occurred in NJ.

Identify locations of Underground Railroad sites in NJ after researching locations at:

[http://www.state.nj.us/state/historykids/NJHistoryKids.h  
tm](http://www.state.nj.us/state/historykids/NJHistoryKids.htm)

*Essential Questions:* 1. How have events in NJ helped to shape the nation’s history?

2. Did people in N.J. face challenges to improve society?

Objectives- At the conclusion of this unit students should be able to know:

1. Discuss Revolutionary War events that took place in NJ including the Battles of Princeton, Trenton and Fort Mercer, and the winter encampment at Jockey Hollow
2. Analyze the role that geography played in battles and events in NJ during the war
3. Describe hardships that soldiers and the residents of New Jersey experienced during the war
4. Assess the role that various groups played during the Revolutionary War
5. Describe NJ’s history with the Underground Railroad

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

Determine the significance of New Jersey’s role in the American Revolution.

Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

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<p>Unit of Study: Unit 4 – The Economy of New Jersey <i>Suggested Activities and Resources:</i> Complete a map of NJ illustrating important natural and manmade resources Create collages with pictures that represent the economic resources present in NJ Conduct research on the counties of NJ. Students can present information on select counties through multi-media presentations: NJ Counties resource: <a href="http://www.gti.net/mocolib1/kid/njhistory.html">http://www.gti.net/mocolib1/kid/njhistory.html</a> Create advertisements for products grown or manufactured in NJ</p>	<p>Essential Questions: 1. How does technology change society? 2. What is the relationship between the environment and the economy? Objectives- At the conclusion of the unit students should be able to know: 1. Identify factors that contributed to the rise of cities in NJ 2. Describe the development of transportation and communication networks in New Jersey 3. Identify and explain the importance of the state's natural resources 4. Describe products and services that are developed, manufactured, or grown in New Jersey  5. Compare and contrast the development of the economies of the northern and southern regions of the state 6. Describe differences in distribution of resources among NJ's counties</p>	<p>Evaluate the impact of ideas, inventions, and contributions of prominent figures in New Jersey and in the United States.</p> <p>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology and/or the labor force have played on economic opportunities</p> <p>Describe how the development of different transportation systems impacted the economic system of New Jersey and the United States. Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age</p>
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<p>Unit of Study: Unit 5 – New Jersey- A State of Diversity <i>Suggested Activities and Resources:</i> Research the immigrant experience through virtual tours at <a href="http://www.ellisland.org/Immexp/index.asp">http://www.ellisland.org/Immexp/index.asp</a> and <a href="http://teacher.scholastic.com/activities/immigration/">http://teacher.scholastic.com/activities/immigration/</a>  Interview someone who has immigrated to the U.S. or to N.J. Compare reasons for immigrants today to reasons for why immigrants came in the 19<sup>th</sup> &amp; 20<sup>th</sup> Century</p>	<p>Essential Questions: Why do people immigrate to new communities? 2. How is diversity a strength? Objectives-At the conclusion of this unit students will be able to: 1. Identify groups that have immigrated to NJ 2. Explain reasons why individuals choose to immigrate to NJ 3. Describe the significance of Ellis Island in the immigrant experience 4. Evaluate demographic data of NJ's population  5. Discuss contributions in the arts, government, sports</p>	<p>Trace how the American identity has evolved over time.</p> <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p>
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<p>Research census data for NJ. Then have students create graphs or charts depicting the rich ethnic diversity present in NJ. Resource <a href="http://www.census.gov">www.census.gov</a></p> <p><i>Wax Museum Project</i> - Have students research an individual from NJ who made a contribution to America in government, the arts, science or sports. Some famous individuals might be Thomas Edison, Buz Aldrin, Samuel Alito, Aaron Burr, Grover Cleveland, Albert Einstein, Clara Maas, Annie Oakley, Antonin Scalia, Woodrow Wilson, Alice Paul, David Dinkins, Paul Robeson. After completing their research students adopt the persona of the individual and portray them in a “wax” museum.</p> <p>Research resource: <a href="http://www.famousnewjerseyans.com/index.html">http://www.famousnewjerseyans.com/index.html</a></p>	<p>and science by individuals from NJ</p>	<p>Explain how folklore and actions of famous and fictional characters from New Jersey and other regions of the United States have contributed to the American national heritage</p>
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<p>Unit of Study: Unit 6 – New Jersey Government</p> <p><i>Suggested Activities and Resources:</i></p> <p>Analyze the State Seal for NJ then have students create a School Seal</p> <p>Research the State Seal, State Flag and other state symbols at: <a href="http://www.njleg.state.nj.us/kids/index.asp">http://www.njleg.state.nj.us/kids/index.asp</a></p> <p>Lessons to learn about the requirements and responsibilities for state legislators and the NJ Governor are available at <a href="http://civiced.rutgers.edu/NJ/LESSONS/WhoRepresentsYouInGovernment.pdf">http://civiced.rutgers.edu/NJ/LESSONS/WhoRepresentsYouInGovernment.pdf</a></p> <p>Additional information about the NJ legislator are available at: <a href="http://www.njleg.state.nj.us/kids/kidsleg.asp">http://www.njleg.state.nj.us/kids/kidsleg.asp</a></p> <p>Students decide which job they would like to have</p>	<p>Essential Questions: 1. Why do state’s have symbols to represent them? 2. How is NJ government democratic?</p> <p>Objectives- At the conclusion of this unit students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify Trenton as the state’s capital</li> <li>2. Identify and explain the symbolism of NJ symbols such as the State Seal</li> <li>3. Describe the role of the state government in providing essential goods and services such as roads, schools, parks, police, and fire protection.</li> <li>4. Describe the structure of NJ state government and the responsibilities of the executive, legislative and judicial branches</li> <li>5. Evaluate the requirements, responsibilities and</li> </ol>	<p>Explain how rules and laws created by community, state, and national governments protect the rights of people, help to resolve conflicts, and promote the common good.</p> <p>Determine how “fairness,” “equality,” and the “<b>common good</b>” have influenced change at the local and national levels of United States government.</p> <p>Explain how national and state governments share power in the federal system of government.</p> <p>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.</p>
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<p>between Governor, State Legislator or NJ Supreme Court Justice and then write speeches explaining why they would like to have this job</p> <p>Have students research a current issue in their community that they think needs attention. Students can then identify their State Senator and members of the Assembly and write letters to them expressing their views.</p> <p>Students can create advocacy projects to inform members of their community about issues they believe NJ lawmakers need to address</p>	<p>length of term for the offices of state senator, member of the assembly, governor and NJ Supreme Court Justice.</p> <p>6. Describe the law-making process in NJ</p> <p>7. Explain different ways that citizens can participate in the legislative process</p>	<p>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.</p> <p>Explain the process of creating change at the local, state, or national level</p> <p>Select a local issue and develop a group action plan to inform school and/or community members about the issue.</p>
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### Social Studies Skills Table

**Essential Question:** What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
<b>Chronological Thinking</b>	<ul style="list-style-type: none"> <li>Place key historical events and people in historical eras using timelines.</li> <li>Explain how the present is connected to the past.</li> </ul>	<ul style="list-style-type: none"> <li>Construct timelines of the events occurring during major eras.</li> <li>Explain how major events are related to one another in time.</li> </ul>	<ul style="list-style-type: none"> <li>Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li> <li>Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> </ul>
<b>Spatial Thinking</b>	<ul style="list-style-type: none"> <li>Determine locations of places and interpret information available on maps and globes.</li> <li>Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and</li> </ul>	<ul style="list-style-type: none"> <li>Select and use various geographic representations to compare information about people, places, regions, and environments.</li> <li>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> </ul>	<ul style="list-style-type: none"> <li>Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li> <li>Relate current events to the physical and human characteristics of places and regions.</li> </ul>

	environments.		
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Social Studies Skill	K-4	5-8	9-12
Critical Thinking	<ul style="list-style-type: none"><li>Distinguish fact from fiction.</li><li>Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).</li></ul>	<ul style="list-style-type: none"><li>Compare and contrast differing interpretations of current and historical events.</li></ul> <p>Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</p>	<ul style="list-style-type: none"><li>Distinguish valid arguments from false arguments when interpreting current and historical events.</li><li>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</li></ul>
Presentational Skills	<ul style="list-style-type: none"><li>Use evidence to support an idea in a written and/or oral format.</li></ul>	<ul style="list-style-type: none"><li>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li></ul>	<ul style="list-style-type: none"><li>Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</li></ul>