

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 4 Social Studies Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

Curriculum Scope and Sequence			
Content Area	Social Studies	Course Title/Grade Level:	4th Grade: NJ Past and Present

	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Launch: Building Community	3 weeks
<u>Topic/Unit #2</u>	New Jersey's Geography	7 weeks
<u>Topic/Unit #3</u>	New Jersey's Native Americans: The Lenape	6 weeks
<u>Topic/Unit #4</u>	European Settlement and Colonial Life	6 weeks
<u>Topic/Unit #5</u>	New Jersey's Role in the American Revolution	7 weeks
<u>Topic/Unit #6</u>	State Government & Civics	7 weeks

Topic/Unit 1 Title	Launch: Building Community	Approximate Pacing	3 weeks
STANDARDS			
NJSLS Social Studies			
<p>Civics, Government, and Human Rights: Processes and Rules 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>Civics, Government, and Human Rights: Human and Civil Rights 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.</p> <p>Civics, Government, and Human Rights: Civic Mindedness 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>History, Culture, and Perspectives: Understanding Perspectives 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>Civics, Government, and Human Rights: Participation and Deliberation 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.</p> <p>Geography, People, and the Environment: Human Environment Interaction 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <p>Geography, People, and the Environment: Global Interconnections 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p>			

Interdisciplinary Connections:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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.

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.

(Example: Students will engage in read aloud discussions by listening or reading and responding to a text).

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

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

(Example: Students will listen to videos and read books on climate change and compare and contrast the information that is presented. They will create projects to share how we can help the planet).

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

(Examples: Students will engage in class discussions about about identity with class)

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

(Example: Students will understand that the way they speak for a class presentation is different than when they have small group discussion with peers).

Amistad Law: N.J.S.A. 18A 52:16A-88

(Example: Students will read texts about African Americans and the Civil Rights Movements and how all people have rights).

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

(Example: Students will create and share their identity web).

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

(Example: Students will make class rules to include rules that prevent teasing and harassment with teacher guidance).

Amistad Law: N.J.S.A. 18A 52: 16A-88

(Example: Students will learn about the history and contributions of African Americans to our country, specifically how Civil Rights leaders pushed for equal human rights.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity <i>(Example: Students will dig deeper into the issue of climate change, researching and discussing various points of view of the issue).</i></p> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global <i>(Example: Students will identify a problem/issue in the world/United States/Branchburg and use appropriate resources to come up with some possible solutions.)</i></p>	<p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. •</p> <p>8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.</p> <p>8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.</p> <p><i>(Example: Students will create a project to persuade others about climate change and how fixing climate change is for the greater good).</i></p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- How can I celebrate my identity while being compassionate and understanding of others' identities?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality?
- How has human activities affected environmental characteristics of places resulting in positive and negative impacts and what can we do to help the environment?
- How can the study of multiple perspectives and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● what shapes their identity from the world around them ● that there are specific characteristics and behaviors that are expected within a community ● they contribute to the rules and norms that run the classroom ● that they should be aware of making assumptions of others ● all humans have rights ● it is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. ● individuals have the right to be safe and not to be bullied or discriminated against. ● human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. ● in an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues ● reading and researching from various perspectives will give them a fuller-picture of an event. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● engage in self-identifying and self-reflection ● honor their own families, cultures, and language ● co-construct what it looks and feels like to share the planet with other human beings ● identify and co-construct the specific characteristics and behaviors that are expected within a community ● reflect on how we sometimes judge others or make assumptions without realizing ● understand that all humans have rights ● understand that all humans have the right to feel safe ● explain how humans have affected the environment in both positive and negative ways. ● share possible solutions to help climate change ● read and research various perspectives on a variety of topics.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Create a presentation to persuade others of their own civil responsibility to help the planet. ● Write a persuasive essay of what they believe their norms should be that shape the world.
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<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Students will create identity web to show who they are ● Students will reflect on class norms ● Written claims in notebook ● Notebook entry ● Stop and jots from read aloud short texts
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Create a skit to show how to aid the common good ● parking lot ● exit slip
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>“New Jersey is the Best Place to Live!” Fourth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> ● Students will be asked to use everything they know about New Jersey to convince people that New Jersey is the best state in the United States. They can write a persuasive essay, design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They may include: <ul style="list-style-type: none"> ○ a map of New Jersey. They can add landmarks, bodies of water, and/or color code regions or counties. ○ the climate, natural resources, famous people, historical sites to visit.

RESOURCES

- **[Unit 1 Lessons and Materials](#)**

- Suggested read-alouds:
 - *The Proudest Blue* by Ibtihaj Muhammad (SBS library)
 - *Climate Change (21st Century Skills Library: Global Citizens: Environmentalism)* by Ellen Labrecque
 - *Climate Change (True Books: Ecosystems)* by Peter Benoit
 - *If You Were a Kid During the Civil Rights Movement* by Gwendolyn Hooks
 - *Rosa* by Nikki Giovanni
 - *My Name is Yoon* by Helen Recorvits
 - *Child of the Civil Rights Movement* by Paul Young Shelton & Raul Colón
- Library resources:
 - *Equal Rights for All* DVD
 - *Martin’s Big Words* DVD

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	New Jersey's Geography	Approximate Pacing	7 weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>			
Interdisciplinary Connections:			
<p>Examples:</p> <ul style="list-style-type: none"> ● Students will create a 5 Themes of Geography flip-book based on their neighborhood or community 			

- Students will create a digital slide show/presentation in which they find examples of the 5 Themes of Geography

Next Gen Science:

Earth and Human Activity: **4-ESS3-2.** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Earth's Place in the Universe: **4-ESS1-1.** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Examples:

- Students will learn how natural processes shaped what is now New Jersey by learning about volcanic eruptions, glacial movement and erosion.

Math:

4.MD.B: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Examples:

- Students will find population density for their community, county, other NJ cities, and/or the whole state by dividing people by square miles.

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <p>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</p> <p>Example: Students will chart the growth in their state/community by using technology and graphs to display data.</p>	<p>8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>Example:</p> <ul style="list-style-type: none"> • Students will discuss how the choices they make in their everyday routines have a direct impact on the betterment or worsening of our environment.

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

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team.

8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.

Example: Teachers select items from around the classroom, and groups of students discuss its origins, use, hypothesize about its technological improvements over time, and +/- impact on the environment

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

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- Where does New Jersey fit in relation to the Five Themes of Geography (location, place, movement, regions, human relationships and interactions with the land)?
 - New Jersey has its own specific location, place, movement, regions, human relationships and interactions.
 - New Jersey has four land regions.
- How have humans adapted to and changed their environment over time with the use of technology?
 - The physical environment can both accommodate and be endangered by human activities.
 - The quality of life has been impacted by decisions humans make.
- What economic opportunities are available in New Jersey?
 - The available resources and technology play a major role in the economic opportunities in New Jersey

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● geography determines where people live, move and use what is around them ● the five themes of geography ● where New Jersey is located, its natural resources, cities, climate, economy, and how people there live ● the four physical regions of our state and be able to compare/contrast features of each ● understand the relationships between people and their environment ● state symbols and their significance 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and explain the five themes of geography. ● Describe the land and climate of New Jersey. ● Identify some of the major crops grown, animals raised, and other plants and animals of New Jersey. ● Define natural resources and identify some of those found in New Jersey. ● Describe the four land regions in New Jersey. ● Explain the meaning of “region” and identify different ways of defining New Jersey by this term using unifying characteristics. ● Discuss how changes in the earth and the interrelationship between land and water shaped New Jersey’s geography and geological history. ● Explain how people have used and changed the land for their benefit. ● Understand why people work and reside in the area they do. ● Explain the impact of canals, highways and railroads on New Jersey’s economy.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Project (written, artistic, electronic) showing the 5 themes of geography in New Jersey. ● Label map of New Jersey with different town names, natural features, and physical features. ● Create a brochure to show why other people should come to New Jersey. Students will tell why people should come to New Jersey, what there is to do in New Jersey, what there is to do, and what there is to see. ● NJ state symbols quiz ● Compare and contrast regions of New Jersey ● Use a template to draw/label state symbols, regions, etc.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Informal (discussions, reflections, etc.) ● Discussion on the five themes of geography and the various ways in which we define geography ● Journals or log entries on the five themes of geography applied to New Jersey as a state ● Note-taking
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Narrative story (application of writing skills and strategies from Narrative Cycle I in LAL) focusing on a personal interaction/ experience with “Natural New Jersey” (camping, hiking, vacation-shore, mountains, fishing, boating) ● Design a classroom museum, which features geographic representations of the five themes of geography, maps of New Jersey and its regions with a focus on natural resources, landforms and features of the environment associated with each of the four land regions of New Jersey. ● Form cooperative groups and divide among New Jersey’s four regions/jigsaw for a class presentation. ● Using print materials and website from the NJ Dept. of Tourism and other research/reference materials, students are to gather and display information to illustrate the connection between leisure/family pastimes/activities, sites and places and the geographic characteristics or features of each of the four New Jersey
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>“New Jersey is the Best Place to Live!” Fourth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> ● Students will be asked to use everything they know about New Jersey to convince people that New Jersey is the best state in the United States. They can write a persuasive essay, design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They may include: <ul style="list-style-type: none"> ○ a map of New Jersey. They can add landmarks, bodies of water, and/or color code regions or counties. ○ the climate, natural resources, famous people, historical sites to visit.
<p>RESOURCES</p>	

Core instructional materials:

Unit 2 Teaching Points

- Studies Weekly - weeks 1-3
- *Scholastic News* magazine issues
- Nystrom map skills sets or NJ maps

Supplemental materials:

- *New Jersey Monthly* student newspapers
- excerpts from *The New Jersey Adventure* – Chapter 1
- Nearpod lessons

Online Resources:

- [Discovery Education](#)
- [Blank Map of New Jersey](#)
- [Historical maps of New Jersey](#)
- [Activities, videos, history and geography of various places in NJ](#)
- [NJ Department of Tourism](#)
- [Interactive Social Studies Websites](#)
- [Kidtopia NJ Video](#)
- [Scholastic's Facts for Now NJ](#)
- [New Jersey page from Mr. Nussbaum](#)
- [VisitNJ.org](#)
- [Newsela](#)
- [Brain Pop](#) - geography themes and map skills
- [Scholastic Go!](#)
- [Britannica School](#)
- [The World Almanac for Kids](#) Elementary
- [Scholastic News](#)
- [New Jersey State Website: State Symbols](#)

Read-Alouds:

- *G is for Garden State: A New Jersey Alphabet* by Eileen Cameron
- *Nicky Fifth's Garden State Adventure* by Lisa Funari-Willever
- *A True Book: My United States: New Jersey* by Nel Yomtov

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	NJ's Native Americans: The Lenape	Approximate Pacing	6 weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p>			
Interdisciplinary Connections:			
<p>RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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>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>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p>			

Examples:

- Students will compare firsthand and secondhand accounts of Lenape cultural texts and write compare/contrast essays based on the information given.
- Students will create a Lenape scene in diorama form with written explanations of the features within

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <p>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data</p> <p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p> <p>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</p> <p>Example: Students may use a design application to create an image of an ancient tool.</p>	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</p> <p>Example:</p> <ul style="list-style-type: none"> • Students may create if/then or “flow” charts about the construction of a longhouse as it relates to jobs/roles in the village and use of natural resources <p>8.2.5.ED.1: Explain the functions of a system and its subsystems.</p> <p>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.</p> <p>Example: Students may chart Lenape family needs vs. wants and how having/not having those items would impact the basic necessities needed for survival.</p>

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

How was the Lenape way of life shaped by their environment and, in turn, how did their way of life also shape the environment?

- The Lenape Indians interacted with the environment and shaped the cultural landscape.
- What factors influenced the movement/migration of the Lenape?
 - The Lenape migrated due to various factors.
- How did the Lenape way of life evolve and change over time from that of their original ancestors?
 - The Lenape way of life evolved.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- that the Lenape were the first humans to settle in what is now New Jersey.
- how and why the Lenape came to be settled in New Jersey.
- what daily life was like for the Lenape.
- that the Lenape culture and how it contributed to an enduring heritage.
- colonization affected the Lenape.
- the population of the Lenape people changed over time.

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- Name and describe the lifestyle of the first people to live in New Jersey.
- Explain the migration and ancestry of the Lenape: their roots in Asia, their place among other Woodland Indians, and their relationship within the larger Algonquin Indian group.
- Describe how the Lenape Indians interacted with the environment and the cultural landscape that they shaped.
- Describe the Lenape culture, including their beliefs and how the Lenape worked, lived, and played.
- Understand how human environment interaction influenced the development of the Lenape culture and different ways of life depending upon where they settled after migrating across the land that became known as New Jersey.
- Describe how the Lenape expressed and transmitted their beliefs and values through oral tradition and celebrations.
- Explain what technologies the Lenape used to advance their culture
- Understand why the Lenape left the area they originally occupied and explain how their heritage has endured.

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Quiz on family structure and responsibilities of Lenape family members and/or vocabulary terms ● Research and present findings comparing and contrasting the three Lenni Lenape groups and how their cultural landscapes are alike and different (information can be presented in a written essay, visual organizer or chart, or using Inspiration) ● Explain different aspects of Lenape life through a visual presentation (slideshow, poster, brochure)
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Reading and discussion guides on Lenape culture ● Discussions and written journal reflections of why the Lenape were overwhelmed by disease and European influence ● Vocabulary Matching Game ● Point-of-view writing from a Lenape perspective ● Informal (discussions, reflections, etc.) ● Note taking ● Exit Slips ● “Parking Lot”
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Debate on how the land that is now New Jersey should be shared or not shared among Lenape and colonists ● Create a Lenape game of skill from natural resources (shells, rocks, sticks, clay, etc.) ● Construction of dioramas/Lenape life scenes ● Choice project at the end of Webquest (see link below)
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>“New Jersey is the Best Place to Live!” Fourth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> ● Students will be asked to use everything they know about New Jersey to convince people that New Jersey is the best state in the United States. They can write a persuasive essay, design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They may include: <ul style="list-style-type: none"> ○ a map of New Jersey. They can add landmarks, bodies of water, and/or color code regions or counties. ○ the climate, natural resources, famous people, historical sites to visit.
RESOURCES	
<p>Core instructional materials: Unit 3 Teaching Points</p> <ul style="list-style-type: none"> ● Studies Weekly - week 4 ● <i>Scholastic News</i> magazine issues 	

Supplemental materials:

- *New Jersey Monthly* student newspapers
- excerpts from *The New Jersey Adventure* – Chapter 2
- *The People Shall Continue* by Simon Ortiz
- *Turtle Island: Tales of the Algonquian Nations* by Jane Louise Curry
- *When the Shadbush Blooms* by Carla Messinger
- Nearpod lessons
- Lenape Edpuzzles

Online Resources:

- [EdPuzzle Interactive Videos](#)
- [Lenape Video Stories](#)
- [History of Lenape](#)
- [Discovery Education](#)
- [Interactive Social Studies Websites](#)
- [Newsela](#)
- [Brain Pop](#)
- [Scholastic Go!](#)
- [Britannica School](#)
- [The World Almanac for Kids](#) Elementary
- [Scholastic News](#)

Read-Alouds:

- *I Am Lenape* by Janice M. West
- *When the Shadbush Blooms* by Carla Messinger
- *A True Book: My United States: New Jersey* by Nel Yomtov
- *The People Shall Continue* By Simon Ortiz
- *Turtle Island: Tales of the Algonquian Nations* By Jane Louise Curry

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	European Settlement and Colonial Life	Approximate Pacing	7 weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p>			
Interdisciplinary Connections:			
<p>Amistad Law: N.J.S.A. 18A 52:16A-88: <i>Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</i></p>			

- RI.4.1:** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- 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.
- 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.
- W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources

Examples:

- Students will read firsthand and secondhand accounts of explorers who came to the New World and write comparison essays about similarities and differences in the texts.
- Students will role-play as colonists from Sweden, Holland or England and explain their reasons for coming to the New World and starting a new life.
- Students will use a Venn Diagram to compare and contrast New Sweden and New Netherland using information from texts, and then write a compare/contrast essay regarding the two colonies that existed in New Jersey in the 1600s.
- Students will learn about indentured servants during colonial times (through readings, videos, read-alouds, and online research.)

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</p> <p>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data</p>	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</p> <p>8.2.5.ED.1: Explain the functions of a system and its subsystems.</p> <p>8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.</p> <p>8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.</p>

<p>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5., HistoryCC.7, 7.1.NM. IPRET.5).</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p> <p>Example: Students will create a flowchart poster/diagram to visually display data they've gleaned from the unit.</p>	<p>8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.</p> <p>8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.</p> <p>8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.</p> <p>Example: Students will design a tool used to help the environment in the future that leads to the conservation of natural resources.</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- What was colonial life like?
 - Colonial families had daily responsibilities that contributed and supported colonial life.
 - Colonial families' daily responsibilities are both similar and different to our daily responsibilities today.
- What is the difference among indentured servants, apprentices and enslaved people, and what function did these people serve in the economic structure of colonial New Jersey?
 - There are similarities and differences between indentured servants, apprentices and enslaved people.
 - Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● colonists chose places to settle and start new lives ● colonists chose and used natural resources ● different groups immigrated to the colonies ● ownership of the colonies changed ● different European groups in the area interacted with natives ● why people immigrated to the colonies, either by choice or by force ● how people used natural resources to support their economy ● how the economy of the colony functioned ● what hardships people in the colonies faced 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Identify the first Europeans to settle in the area that is now called New Jersey. ● Explain how the colony of New Jersey changed hands among European countries. ● Compare the different cultural groups that met in the region during this time. ● Define the term “royal colony” and explain the significance in terms of England’s control of the colony of New Jersey. ● Identify and explain reasons why settlers flocked to New Jersey, including the role of religion.

<ul style="list-style-type: none"> ● what daily life was like in the colony ● what key events shaped immigration to the New World ● how colonial government functioned ● how local and state communities changed over time, and why they changed ● how people of different backgrounds worked together in the colony ● needs and wants of various socioeconomic groups in the colony of New Jersey 	<ul style="list-style-type: none"> ● Understand the concept of economics in colonial New Jersey (buying, selling, trading), including the role of proprietors in those areas ● Explain the roots of slavery which originated through trade exchanges ● Compare and contrast similarities and differences between East and West New Jersey ● Describe the lifestyle of colonists: in work and culture ● Discern the differences between early colonial schools and modern schools. ● Explain the social structure of colonists in New Jersey (including enslaved people, indentured servants and apprentices). ● Distinguish between the needs and wants of various socioeconomic groups in the colony of New Jersey.
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Research different jobs/trades in colonies ● Write a diary from the point of view of a colonist focusing on their daily life and occupation
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Informal (discussions, reflections, etc.) ● Journals or log entries on the life of explorers ● Note taking ● Exit Slips/Parking Lot ● Quiz on colony owners, colony jobs; roles & responsibilities of family members; education, medicine and entertainment ● First-person point of view writing from the perspective of a family member in the colonial era
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Point-of-view writing from a Lenape perspective; from an explorer’s perspective ● Pro/con arguments and essay on royalists vs. colonists ● Inspiration work product on historical figures ● Book Club/Discovery circle using NF and informational text titles identified for the Colonial Period ● Group project, “View from a Colony” group inquiry/research using informational text and resources to describe the colony of New Jersey ● Create a colonial New Jersey scene on 12 by 18 construction paper showing the lifestyles and responsibilities of colonial people

<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>“New Jersey is the Best Place to Live!” Fourth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> ● Students will be asked to use everything they know about New Jersey to convince people that New Jersey is the best state in the United States. They can write a persuasive essay, design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They may include: <ul style="list-style-type: none"> ○ a map of New Jersey. They can add landmarks, bodies of water, and/or color code regions or counties. ○ the climate, natural resources, famous people, historical sites to visit.
RESOURCES	
<p>Core instructional materials: Unit 4 Teaching Points</p> <ul style="list-style-type: none"> ● Studies Weekly - weeks 5-11 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> ● DVDs from school library, inc: <i>English Explorers</i>, <i>Dutch Explorers</i>, <i>Colonial Life for Children: The Dutch</i> and <i>Colonial Life for Children: The English</i> ● Provide examples of historical narratives—fictional or real—from voyagers and early settlers. ● <i>New Jersey Monthly</i> student newspapers ● excerpts from <i>The New Jersey Adventure</i>, chapters 4 & 5 ● <i>The New Jersey Colony (True Books: American History)</i> By Kevin Cunningham ● Nearpod lessons <p>Online Resources:</p> <ul style="list-style-type: none"> ● Multimedia presentations on topics ● The World Almanac for Kids Elementary ● Discovery Education ● EdPuzzle ● Interactive Social Studies Websites ● Slavery in Colonial America ● Newsela ● Brain Pop ● Scholastic Go! 	

- [Britannica School](#)
- [Scholastic News](#)
- Biography books

Read-Alouds:

- *Voices from Colonial America: New Jersey 1609-1776* by Robin Doak
- *Life in the Thirteen Colonies: New Jersey* by Jon Sterngass & Matthew Kachur
- *...If You Lived in Colonial Times* by Ann McGovern
- *A True Book: My United States: New Jersey* by Nel Yomtov

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	NJ's Role in the American Revolution	Approximate Pacing	7 weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time</p> <p>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events</p> <p>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p> <p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p>			
Interdisciplinary Connections:			
<p>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</p> <p>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>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>			

Examples:

- Students will read historical texts and split into Patriot and Loyalist groups, where they will gather information to debate their counterparts
- Students will conduct a short research project about an historical person from the Revolutionary War era and present their findings in an oral report, either acting as the person or in a slide show presentation.

Career Readiness, Life Literacies, and Key Skills:

Computer Science and Design Thinking:

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.2.5.ED.1: Explain the functions of a system and its subsystems.

 Example: Students will debate their Patriot or Loyalist stance, being ready to make a counterclaim to an argument, or add on to their own argument extemporaneously.

Example: Students will use nonfiction sources to create a visual representation of a major historical event pertaining to New Jersey’s role in the American Revolution.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- What events led up to the Revolutionary War?
 - There were various events that led up to the American Revolutionary War.
- How did New Jersey’s geography prove to be important in laying the foundations for war and peace before and after the Revolution?
 - New Jersey’s geography made it the crucial crossroads of the war.
- What were the driving forces in formulating the government documents that would lay the foundation for our new nation?
 - Key historical events, documents, and individuals led to the development of our nation.

STUDENT LEARNING OBJECTIVES

Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> the causes of the American Revolution New Jersey's role in the revolution different perspectives of people during Revolutionary times (Patriot vs. Loyalist) why the Declaration of Independence was written and arguments for secession from Britain New Jersey's geography played a critical role in the war key historical figures in the American Revolution significant historical locations in New Jersey how symbols rallied people together for a common cause how the preservation of historical sites and artifacts allows us to study the past New Jersey changed from a colony to a state 		<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the events that led up to the American Revolutionary War. Describe New Jersey's role in the events leading up to the Revolutionary War. Compare the differing perspectives of Patriots, Sons of Liberty and Loyalists. Analyze the Declaration of Independence to explain the principles and arguments which founded American democracy. Discuss how New Jersey's geography made it the crucial crossroads of the war. Recognize the contributions of important figures during the American Revolution (for example, Thomas Jefferson, George Washington, Paul Revere, Molly Pitcher) Recognize the significance of historic Revolutionary War sites in New Jersey Explain the symbolic meaning of the national flag as related to the American Revolution (Stars and Stripes) Explain the importance of preserving historic sites of New Jersey to connect to past history. Explain New Jersey's new status as a state in an independent nation as opposed to a colony.
ASSESSMENT OF LEARNING		
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> Quiz – New Jersey Revolutionary War sites (possible dates) on an outline map Written summary explaining New Jersey's role in the Revolution Create timeline of Revolutionary War 	
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> Written reflection/perspective piece on why colonists are upset Perspective: Loyalist or Patriot written assignment Informal (discussions, reflections, etc.) Journals or log entries as a Patriot or Loyalist "Parking Lot" 	

<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Biography Project: select a biography or historical fiction title about a significant New Jerseyan or another critical figure like George Washington, Benjamin Franklin or Paul Revere, and explain the individual's contributions to and significance to America's road to Independence. ● Create a whole-class timeline of the Revolutionary Period. ● Research different historical sites in New Jersey and determine their importance to the Revolution. (Rev War NJ site) ● Plot the major events of the Revolution on a New Jersey map; create a legend to accommodate it. ● Study the Declaration of Independence as a historical document and a social decree, explaining its words, meaning and significance as one of our country's historical documents worth preserving
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>“New Jersey is the Best Place to Live!” Fourth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> ● Students will be asked to use everything they know about New Jersey to convince people that New Jersey is the best state in the United States. They can write a persuasive essay, design an advertisement, poster, brochure, or another creative way to showcase their knowledge. They may include: <ul style="list-style-type: none"> ○ a map of New Jersey. They can add landmarks, bodies of water, and/or color code regions or counties. ○ the climate, natural resources, famous people, historical sites to visit.
RESOURCES	
<p>Core instructional materials: Unit 5 Teaching Points</p> <ul style="list-style-type: none"> ● Studies Weekly - weeks 12-15 ● <i>The American Revolution and Constitution: Short Nonfiction for American History</i> by Anne Goudvis, Stephanie Harvey 	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> ● <i>Short Nonfiction for American History: The American Revolution and Constitution</i>, pages 12-99 ● <i>New Jersey Monthly</i> student newspapers ● excerpts from <i>The New Jersey Adventure</i> ● Nearpod lessons <p>Online Resources:</p> <ul style="list-style-type: none"> ● Edpuzzle ● Guide to New Jersey Revolutionary War Sites ● Crossroads of the American Revolution ● Discovery Education 	

- [Interactive Colonial Times Sites](#)
- [Newsela](#)
- [Brain Pop](#)
- [Scholastic Go!](#)
- [Britannica School](#)
- [The World Almanac for Kids](#) Elementary
- [Scholastic News](#)
- Biography books

Read-Alouds:

- *Reasons for a Revolution* by Jennifer Prior
- *Causes of the Revolution* by Jill K. Mulhall
- *Life in the Thirteen Colonies: New Jersey* by Sterngass & Kachur
- . . . *If You Lived at the Time of the Revolutionary War* by Kay Moore
- *True Book: The Declaration of Independence* by Elaine Landau
- *American Revolution* by Mary Pope Osborne and Natalie Pope Boyce
- *Let It Begin Here! Lexington & Concord* by Dennis Brindell Fradin
- *Why Don't You Get A Horse, Sam Adams?* by Jean Fritz
- *Phoebe the Spy* by Judith Berry Griffin
- *Heroes of the Revolution* by David A. Adler
- *Victory or Death!: Stories of the American Revolution* by Doreen Rappaport & Joan Verniero
- *In Their Own Words: Benjamin Franklin* by Peter and Connie Roop
- *In Their Own Words: Paul Revere* by George Sullivan
- *When Washington Crossed the Delaware* by Lynne Cheney
- *Fight for Freedom: The American Revolutionary War* by B. Borbrick
- *Revolutionary War on Wednesday* by Mary Pope Osborne
- *This Time, Tempe Wick?* by Patricia Lee Gauch and Margot Tomes
- *George Washington's Socks* by Elvira Woodruff

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	State Government and Civics	Approximate Pacing	7 weeks
STANDARDS			
NJSLS Social Studies			
<p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p>6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <p>6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</p> <p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</p> <p>6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p> <p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p>			

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue

6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

Interdisciplinary Connections:

HCM N.J.S.A. 18A:35-28, Holocaust/Genocide Education: *Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.*

Example: Students will learn about discrimination in New Jersey and around the world. Students will read about the Holocaust and compare it to the rights we have in the United States.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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.

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.

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. Integration of Knowledge and Ideas

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of source

Examples:

- Students will draw/use digital tools to create a cartoon of how a bill becomes a law.
- Students will write an essay on what the Bill of Rights means to them.

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p>9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”</p> <p>9.1.5.EG.2: Describe how tax monies are spent</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.</p> <p>9.1.5.EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy</p> <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>Example: Students will create a community/state/federal “tax benefits” chart/visual presentation explaining what services are paid for through taxes.</p>	<p>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</p> <p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</p> <p>8.2.5.ED.1: Explain the functions of a system and its subsystems.</p> <p>Example: Students will articulate the pros and cons of a potential bill becoming a law, using an example that would directly impact their lives (such as no homework, going to school on Saturdays, dress codes, etc.).</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<ul style="list-style-type: none"> ● What is a Constitution and what purpose does it serve as a primary document? <ul style="list-style-type: none"> ○ The United States Constitution is the plan for our federal government, the New Jersey Constitution is the plan for our state government. ○ These documents define the branches of government and the rights of citizens and how it is a living document. ○ The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. ● What are the three branches of government, and how do they provide a “balance of power”? <ul style="list-style-type: none"> ○ 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. ● Why are taxes and budgets important to local, State and federal governments? <ul style="list-style-type: none"> ○ Taxes provide essential services. 	
STUDENT LEARNING OBJECTIVES	

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> ● The purpose of the government is to protect the rights of the people. ● A Constitution is a set of rights for all people. <ul style="list-style-type: none"> ○ The United States Constitution is the plan for our federal government, the New Jersey Constitution is the plan for our state government. ○ These documents define the branches of government and the rights of citizens and how it is a living document. ○ The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. ● The three branches of government provide a “balance of power”. <ul style="list-style-type: none"> ○ 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. ● Taxes and budgets important to local, State and federal governments. <ul style="list-style-type: none"> ○ Taxes provide essential services. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Summarize how our government (a representative democracy) works by knowing the roles and responsibilities for each of the three branches of government (executive, judicial, legislative), and how each has accountability through “checks and balances”. 2. Identify the three levels (local, state and national) of government and recognize how these levels affect the lives of American citizens. 3. Explain how the United States Constitution is the plan for our federal government, the New Jersey Constitution is the plan for our state government, and that these documents define the branches of government and the rights of citizens and how it is a living document. 4. Examine the rights of citizens as identified by the national constitution. 5. Know that key documents, symbols and oaths communicate and express a vision of democracy (Declaration of Independence, Preamble to the Constitution, Bill of Rights; National anthem, motto, US Flag, bald eagle; Pledge of Allegiance; statues of Liberty and Justice.) 6. Explore the process of how a bill becomes a law. 7. Identify key state symbols and explain how each defines the principles of democracy on which we base our government (i.e., the New Jersey State flag). 8. Explain how the government bodies at the State and local levels make decisions and how those decisions impact school and community life in their town. 9. Identify the major services provided to citizens by the State and Local governments (through taxes). 10. Understand that in order to have rights, citizens must assume corresponding responsibilities.
ASSESSMENT OF LEARNING	

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Quiz/graphic organizer – 3 branches of Government. Identify the responsibility of each branch of government. • How a bill becomes a law Group representation • Presentation on the meaning of The Bill of Rights
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • Note pages, organizers and/or journal writes on the importance of each of the branches of government. • Student Reflections of what they learned and experienced on their visit to State House. • Informal (discussions, reflections, etc.) • Student debate bills
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Hold a class election • Create one’s own government that would function fairly (write constitution, distribution of power, etc.) • Write a Bill as a class • Create a cartoon/flowchart: Bill to Law • Create model State House (Show where each of the branches is located)
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<p>“New Jersey is the Best Place to Live!” Fourth Grade SS Benchmark Assessment will be given 2 X per year (September and May)</p> <ul style="list-style-type: none"> • Students will be asked to use everything they know about New Jersey to convince people that New Jersey is the best state in the United States. They can write a persuasive essay, design an advertisement, poster, brochure, or another creative way to showcase their learning. They may include: <ul style="list-style-type: none"> ○ a map of New Jersey. They can add landmarks, bodies of water, and/or color code regions or counties. ○ the climate, natural resources, famous people, historical sites to visit.

RESOURCES

Resources:

[Unit 6 Teaching Points](#)

- Studies Weekly online - weeks 16,17, & 24
- *The American Revolution and Constitution: Short Nonfiction for American History* by Anne Goudvis, Stephanie Harvey
- excerpts from *The New Jersey Adventure*

Supplemental Materials:

- *New Jersey Monthly* student newspapers
- [Booklets of key historical documents and state constitutions](#), free from from NJ State Bar Foundation
- [Three Branches of Government Game](#)

- [County Map of New Jersey](#)
- *Rose Blanche* by Roberto Innocenti
- *The Butterfly* by Patricia Polacco
- Nearpod lessons

Online Resources:

- [Discovery Education](#)
- [Kid-friendly information about the federal government](#)
- [Kid-friendly information about NJ government](#)
- [Activity ideas for advanced 4th graders](#)
- [Interactive Social Studies Websites](#)
- [BrainPop](#) videos: U.S. Constitution, Bill of Rights, Branches of Government, Supreme Court, Presidential Power, How a Bill Becomes a Law, and Democracy
- [Newsela](#)
- [Scholastic Go!](#)
- [Britannica School](#)
- [The World Almanac for Kids](#) Elementary
- [Scholastic News](#)
- [NJ DOE Teaching about the Holocaust](#)
- [NJ DOE Holocaust Curriculum](#)
- [K-4 Holocaust Curriculum Guide](#)

Modifications for Learners

See [appendix](#)