

Somers Point School District

Curriculum

Social Studies

Grade 4

July 2008

Board Approved: November 2008

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Somers Point School District

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Somers Point Schools

Mission and Beliefs

Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and to contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate, problem solvers across all disciplines.

Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations.
- Are aware of community issues and take part in activities to better their community.
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively.
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners that have an understanding of their own strengths and weaknesses.
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future.
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life.

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

Somers Point Schools will help students understand their past and present to become responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies our mission is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities.

Educational Goals & Beliefs

- All students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.
- Research shows active learning is essential. Therefore, we will provide students with a variety of active, student-centered, multisensory learning opportunities.
- Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.
- The world is constantly changing. Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.
- We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.
- Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessment tools.
- The use of community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.
- Active and informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.
- Students are citizens of a connected, digital society. Therefore they will utilize technology as a tool to solve problems and build relationships.

New Jersey State Department of Education Core Curriculum Content Standards

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

To access the NJ Core Curriculum Content Standards go to: http://education.state.nj.us/cccs/?_standard_matrix;c=6

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

4th Grade Social Studies

Scope and Sequence

Quarter I	
I. Natural New Jersey	I. The First People
II. Exploration and European Settlement in New Jersey	
Quarter II	
III. An English Colony a. Colonial Life	IV. American Revolution and New Jersey
V. The American Constitution a. New Jersey State Constitution	
Quarter III	
IX. First New Jersey Industrial Revolution	VI. New Jersey and Slavery
VII. New Jersey Immigration	
Quarter IV	
VIII. New Jersey and Civil Rights	IX. New Jersey Economics

Suggested blocks of Instruction	<p>Grade Level/Subject: 4th Grade Social Studies</p>	<p>Big Idea: Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</p>	
		<p>Topic: Natural New Jersey</p> <p>Goal 1: The students will describe the land, climate, and neighboring states. Goal 2: Discuss the five themes of geography. Goal 3: Describe four land regions in New Jersey</p>	
	<p>Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
<p>2-3 Weeks</p>	<p>6.6.4.A.1 Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.</p> <p>6.6.4.B.1 Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).</p> <p>6.6.4.B.3 Describe the geography of New Jersey.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth? How does human migration affect a region? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Technological tools such as GIS, GPS and the Internet assist with solving problems related to understanding location, distance and direction. Both the physical characteristics and human inhabitants of regions change over time. Regional geographic differences can result in social, economic and political differences. 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read and Discuss pgs 4-15 Make a relief map of New Jersey. Write a Poem about New Jersey <p>Materials: The New Jersey Adventure Text Book</p> <p>Websites: New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter Test Benchmark Test</p>

Suggested blocks of Instruction	<p>Grade Level/Subject: 4th Grade Social Studies</p>	<p>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p>	
		<p>Topic: The First People</p> <p>Goal 4: The student will be able to name and describe the first people in New Jersey. Goal 5: Contrast Paleo-Indians and Archaic People. Goal 6: Describe how the Lenape Indians interacted with the environment.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
<p>4 Weeks</p>	<p>6.4.4.A.1 Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.</p> <p>6.4.4.B.1 Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.</p> <p>6.4.4.A.6 Describe situations in which people from diverse backgrounds work together to solve common problems.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have my family's heritage and traditions influenced my current family life? • How am I connected to the past? • Why can traditions sometimes not be maintained? • What impact has New Jersey made on American history? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Many cultural traditions and heritages contribute to our state's and nation's diversity. 	<p>Learning Activities</p> <ol style="list-style-type: none"> 1. Read and Discuss pages 30-45 2. Define Vocabulary Terms: sinew, artifact, archaeologist, colonist, clan, legend, origin, elder, sapling, quiver, immunity, reservation. 3. Complete Activity pages. 4. Create a model of a Lenape Indian Home. <p>Materials: The New Jersey Adventure Text Book</p> <p>Websites: www.lenape.org www.lenapelifeways.org/lenape4.htm New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter Test Benchmark Test</p>

Suggested blocks of Instruction	<p>Grade Level/Subject: 4th Grade Social Studies</p>	<p>Big Idea: World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p>	
		<p>Topic: Exploration and European Settlement</p> <p>Goal 7: The student will be able to identify the first Europeans to explore the New Jersey region. Goal 8: List the contributions of John Cabot and Henry Hudson and the first Europeans to settle. Goal 9: Compare the different cultural groups that met in the region.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
	<p>6.4.4.A.3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</p> <p>6.1.4.A.4 Organize events in a time line.</p> <p>6.3.4.D.1 Discuss factors that contributed to oceanic travel and exploration in the 15th and 16th centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.</p> <p>6.4.4.A.3 Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • What causes societies to change over time? • How have technology and changing demographics impacted 21st century societies? • Why is there political and social conflict? • How much influence do individuals have in changing history? • How have individuals and groups worked to combat instances of prejudice, cruelty and discrimination? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The past influences the present and the future. • Societies are impacted by both internal and external factors. • Conflict is inherent in the nature of human organization. • Not all conflicts can be resolved. • Not all social problems can be solved. • Individuals have the power to make positive changes in society 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Write a journal as an explorer. • Create using Publisher a “Help Wanted” sign for explorers and the details that go along with the job. • Become a Mapmaker. Create a map of the Northeast coast as it would have been seen 300 years ago. • Read and Discuss pages 46-56 and define vocabulary. • Complete Activity pages. <p>Materials: The New Jersey Adventure Text Book</p> <p>Websites: New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter Test Publisher Project Vocabulary Test Chapters 1-3 Benchmark Test</p>

Suggested blocks of Instruction	<p>Grade Level/Subject: 4th Grade Social Studies</p>	<p>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p>	
		<p>Topic: The English Colony</p> <p>Goal 10: The student will be able to explain England’s control of New Jersey Goal 11: Describe proprietors and settlers in New Jersey. Goal 12: Identify the significance of East and West New Jersey. Goal 13: Explain role of religion in the decision to come to New Jersey</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
	<p>6.4.4.A.2 Compare family life in a community of the past to life in a community of the present.</p> <p>6.4.4.A.4 Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.</p> <p>6.4.4.B.6 Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.</p> <p>6.2.4.E.9 Examine common and diverse traits of other cultures and compare to their own culture.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have my family’s heritage and traditions influenced my current family life? • How am I connected to the past? • Why can traditions sometimes not be maintained? • What impact has New Jersey made on American history? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Many cultural traditions and heritages contribute to our state’s and nation’s diversity. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Determine Distance- use large wall map and locate countries settlers came from and how far and long it took them. • Create different maps based on the colonies natural resources and heritage for both West and East New Jersey. • Read and Discuss pages 58-73 and activities page. <p>Materials: The New Jersey Adventure Text Book. Large Map of World, desk maps.</p> <p>Websites: www.googleearth.com New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter Test. Benchmark Test.</p>

Suggested blocks of Instruction	<p>Grade Level/Subject: 4th Grade Social Studies</p>	<p>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p>	
		<p>Topic: Colonial Life</p> <p>Goal 14: The student will be able to explain colonial life Goal 15: Identify the kind of work, colonial schools, and transportation of colonial life. Goal 16: Compare and Contrast modern schools to colonial schools.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
	<p>6.4.4.A.2 Compare family life in a community of the past to life in a community of the present.</p> <p>6.4.4.A.3 Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.</p> <p>6.4.4.A.4 Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have my family's heritage and traditions influenced my current family life? • How am I connected to the past? • Why can traditions sometimes not be maintained? • What impact has New Jersey made on American history? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Many cultural traditions and heritages contribute to our state's and nation's diversity. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and Discuss pages 58-77 and define vocabulary. • Build a model of a colonial home using different materials. • Plan a typical day in the life of a colonist. • Research colonial schools and create a ven diagram to compare. <p>Materials: The New Jersey Adventure Text Book</p> <p>Websites: New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter Test Benchmark Test</p>

Suggested blocks of instruction	<p>Grade Level/Subject: 4th Grade Social Studies</p>	<p>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p>	
		<p>Topic: The American Revolution and New Jersey</p> <p>Goal 17: The student will be able to list events that led up to the American Revolution. Goal 18: Describe the system of colonies as controlled by England Goal 19: Discuss how New Jersey’s geography made it an important site Goal 20: Explain the functions of the early documents of government</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
	<p>6.4.4.B.2 discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.</p> <p>6.4.4.B.3 Discuss New Jersey's role during the American Revolution.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and Discuss 88-103 and define vocabulary. • Become loyalist or patriots. Have a class debate identifying the beliefs of each side and how they justified it. • Write a poem or create lyrics for a song about the revolution. <p>Materials: The New Jersey Adventure Text Book</p> <p>Websites: www.nps.gov/morr/morr1.htm New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter test Bench Mark test Rubric for debate</p>

Suggested blocks of Instruction	<p>Grade Level/Subject: 4th Grade Social Studies</p>	<p>Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p>	
		<p>Topic: The Origins of The Constitution</p> <p>Goal 21: The student will be able to summarize how our government works Goal 22: Discuss the form of government we have and political parties Goal 23: Explain the Branches of Government.</p>	
	<p>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:</p>	<p>Essential Questions / Enduring Understandings</p>	<p>Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment</p>
<p>3 Weeks</p>	<p>6.4.4.B.4 Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.</p> <p>6.2.4.A.1 Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superpower in the 21st century? Why or why not? How can a society as diverse as the United States ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The United States is a nation of immigrants. Natural resources, hard work and innovation have shaped America. Individual and group efforts have shaped the civil rights struggle in America. Wealthy nations have a responsibility to aid other countries The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> Write a class constitution- decide what rights and responsibilities everyone in the class should have. Read and Discuss 104-120 and define terms. Map out and create a diagram of the branches (circle) and their responsibilities. Watch School House Rocks <p>Materials: The New Jersey Adventure Text Book. School House Rock Video</p> <p>Websites: New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter Test Benchmark test</p>

Suggested blocks of Instruction	Grade Level/Subject: 4th Grade Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: The State Constitution	
		Goal 24: The student will be able to explain the levels of government (federal, state,local) Goal 25: The student will be able to why citizens pay taxes and operate within a budget	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
3 Weeks	6.2.4.B.2 Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution. 6.2.4.C.1 Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government. 6.2.4.C.2 Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life.	Essential Questions: <ul style="list-style-type: none"> • How have the basic values and principles of American democracy changed and in what ways have they been preserved? • How does the government established by the Constitution embody the purposes, values and principles of the American dream? • How can a government decision be based on a Constitution that does not explicitly state the answer? • Why have the roles and responsibilities of U.S. citizens changed? Enduring Understandings: <ul style="list-style-type: none"> • Our government was founded on the principles of fairness, equality and respect for diversity. • The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens. 	Learning Activities <ul style="list-style-type: none"> • Investigate the community's local government. • Write a letter to your local representative. • Read and discuss Chapter 7. • Discuss and list what local taxes go to and how they affect the community. Materials: The New Jersey Adventure Text Book Websites: New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/ Assessment: Chapter Test Benchmark Test

Suggested blocks of Instruction	Grade Level/Subject: 4th Grade Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: First New Jersey Industrial Revolution	
		Goal 26: The student will be able to describe the Industrial Revolution. Goal 27: Explain how methods of work changed with new inventions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>6.4.4.B Describe the population shift from the farm to the city in New Jersey.</p> <p>6.4.4.A.1 work together to solve common problems.</p> <p>6.4.4.F.1 Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad.</p> <p>6.4.4.D.6 Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read pages 126-137 and define terms. • Compare travel then and now using a Venn Diagram. • Create a Haiku. • Create a invention that will benefit people today. • Read and discuss pages 170-175 and discuss how the inventions affect our daily lives. <p>Materials: The New Jersey Adventure Text Book</p> <p>Websites: New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter Test Benchmark Test Rubric for Invention</p>

Suggested blocks of Instruction	Grade Level/Subject: 4th Grade Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: New Jersey and Slavery	
		Goal 28: The student will be able to summarize the hardships the slaves were forced to endure. Goal 29: Describe the conflict over slavery and the underground railroad.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	6.4.4.C.8 Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement. 6.4.4.D.6 Identify factors that account for the establishment of African slavery in the Americas.	Essential Questions: <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? Enduring Understandings: <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	Learning Activities <ul style="list-style-type: none"> • Student activity sheet “ A trip on the Underground Railroad” and create a fictional account of a slaves escape. • Create signal quilts. • Read and Discuss pages: 138-144 • Listen to African Folktales and songs about slavery. Materials: Assessment: The New Jersey Adventure Text Book Websites: www.antiquequilt dating.com/ugrr.html New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/ Assessment: Lesson Test Benchmark Test. Rubric For Quilts

Suggested blocks of Instruction	Grade Level/Subject: 4th Grade Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: Immigration in New Jersey	
		Goal 30: The student will be able to list some of the reasons immigrants came to America and NJ	
		Goal 31: Describe the typical immigrants journey and experiences including hardships.	
		Goal 32: Explain how immigrants contributed to the growth of cities and industries.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
4 weeks	6.4.4.B.6 Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.	Essential Questions: <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? Enduring Understandings: <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss pages 156-169 • Discuss melting pot or fruit salad theories and what is it like in their community. • Display your ethnic heritage. Create a Family Tree. • Exchange recipe's from their heritage and have a international foods day. Materials: The New Jersey Adventure Text Book Websites: www.familytree.com New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/ Assessment: Chapter Test Benchmark Test

Suggested blocks of Instruction	Grade Level/Subject: 4th Grade Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action. Topic: Civil Rights and New Jersey	
		Goal 33: The student will be able to describe the significance of the civil rights movement and why it was necessary. Goal 34: Identify New Jersey Writers and astronauts.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
2 weeks	6.4.4.B.4 Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.	Essential Questions: <ul style="list-style-type: none"> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superpower in the 21st century? Why or why not? How can a society as diverse as the United States ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity? Enduring Understandings: <ul style="list-style-type: none"> The United States is a nation of immigrants. Natural resources, hard work and innovation have shaped America. Individual and group efforts have shaped the civil rights struggle in America. Wealthy nations have a responsibility to aid other countries The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	Learning Activities <ul style="list-style-type: none"> Read pages 194-196, discuss the civil rights movement in New Jersey Read pages: 200-201 and 202 and have students research a famous person from New Jersey. They can also create a PowerPoint or documentary on them. Materials: The New Jersey Adventure Text Book Websites: New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/ Assessment: Chapter Test Rubric For Autobiography Benchmark Test

Suggested blocks of Instruction	Grade Level/Subject: 4th Grade Social Studies	Big Idea: The study of economics fosters an understanding of the management of resources in the global, public and private sectors and in individual decision making.	
		Topic: New Jersey Economics	
		Goal 35: The student will be able to distinguish between goods and services, and name some goods and services sold or made in New Jersey. Goal 36: Define Free enterprise, entrepreneur, and profit, advertising, consumers, and supply and demand.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
	<p>6.5.4.A.2 Distinguish between a want and a need and explain how to choose needed goods and services.</p> <p>6.5.4.A.2 Discuss how natural, human, and capital resources are used to produce goods and to provide services</p> <p>6.5.4.B6 Define consumers as buyers and producers as workers and sellers.</p> <p>6.5.4.B.7 Describe products and services that are developed, manufactured, or grown in New Jersey.</p>	<p>Essential Questions: How is price determined?</p> <p>Enduring Understandings: Supply and demand is a basic economic principle in a capitalist society.</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read Pages 210-219 and discuss and identify vocabulary terms. • To identify the theory of supply and demand have the students open up their own store. <p>Materials: The New Jersey Adventure Text Book</p> <p>Websites: New Jersey Kids Information http://www.state.nj.us/hangout_nj/ New Jersey Resources http://www.gti.net/mocolib1/kid/njhistory.html New Jersey History Kids http://www.state.nj.us/state/historykids/</p> <p>Assessment: Chapter Test Benchmark Test</p>

4th Grade Social Studies

COURSE BENCHMARKS

The student will be able to...

Quarter I
Describe and locate the land, climate, rivers, major cities, and neighboring states on a map of New Jersey. Be able to identify vocabulary terms related to the standard. Name the first people of New Jersey and describe their lifestyle. Describe how the Lenape Indians interacted with the environment, how they worked and lived and played.
Quarter II
Explain England's control of New Jersey and why settlers flocked to New Jersey. Describe Proprietors and the significance of East and West New Jersey. Explain the Role of Religion for settlement. List the events that led to the revolution war. Explain the functions of the national constitution and the state constitution .
Quarter III
Describe the industrial revolution and cities involved in the Industrial Revolution. Describe how methods of work changed with new inventions. Identify the hardships the slaves were forced to endure and the underground railroad. List some reasons immigrants came to America and New Jersey, and how it benefited the state.
Quarter IV
Describe the significance of the Civil Rights movement. Distinguish between goods, and services, and name some goods, and services made or sold in New Jersey. Explain the theory of supply and demand.