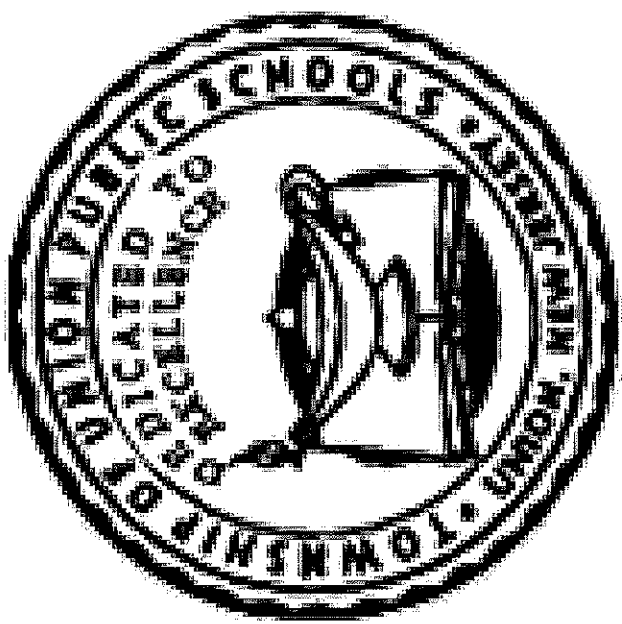


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Grade 4 Social Studies
Curriculum Guide
Updated December 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The fourth grade social studies curriculum is based on the New Jersey Social Studies Core Curriculum Standards. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their fourth grade social studies experience.

The curriculum addresses a broad span of the social sciences. The Core Curriculum Standards for Social Studies includes the following major areas of study: geography, history, culture, and economics. The guide is structured around the concept of the regions in the United States. Essential questions are asked for each of the areas of study. The objectives relate to each of the essential questions.

The same essential questions and objectives for each of the areas of study: geography, history, culture, and economics are applied to each region chosen for specific examination. This gives the students the opportunity to develop expertise in the concepts and processes as they investigate the regions of the United States. In addition, lessons in friendship, respect, and tolerance have been included with NJSA 18A:35-28 Holocaust/Genocide Education and with The Amistad Bill (A 1301).

Recommended Resources

- **New Jersey Student Learning Standards for Social Studies**
- **McGraw Hill Timelinks: Our Country and Its Regions**
- **<http://www.njamistadcurriculum.net/history/units>**
- **Caring Makes a Difference: K-4th Grade Curriculum Guide: Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide - www.state.nj.us/education/holocaust/curriculum/**

New Jersey Student Learning Standards for Social Studies

Social Studies

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

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

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

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

Intent and Spirit of the Social Studies Standards

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

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

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

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

B. Geography, People, and the Environment

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

C. Economics, Innovation, and Technology

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

D. History, Culture, and Perspectives

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

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: Our National Story

Unit 2: The United States: Its Land and People

Unit 3: The Northeast

Unit 4: The Southeast

Unit 5: The Midwest

Unit 6: The Southwest

Unit 7: The West

Pacing Guide

Unit 1:
September- October

Unit 2:
November-December

Unit 3:
January

Unit 4:
February

Unit 5:
March

Unit 6:
April

Unit 7:
May-June

Unit 1: Our National Story

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Describe the way of life for the people of ancient Cahokia.	6.1, 6.3
2.	Explain how the people of the Eastern Woodlands survived.	6.1, 6.3
3.	Identify the ways in which the Plains and Pueblo people differed.	6.1, 6.3
4.	Recognize the ways in which Native America of the West adapted to their surroundings.	6.1, 6.3
5.	Describe the exchanges between Europeans and Native Americans.	6.1, 6.2, 6.3
6.	Understand why the Spanish and French came to North America.	6.1, 6.2, 6.3
7.	Identify early Dutch and English settlements.	6.1, 6.2, 6.3
8.	Recognize the conflicts between Europeans and Native Americans.	6.1, 6.2, 6.3
9.	Describe the problems that arose between Great Britain and the colonists following the French and Indian War.	6.1, 6.2, 6.3
10.	Explain how taxes and protests eventually led to war.	6.1, 6.2, 6.3
11.	Discuss the advantages of the British in the war.	6.1, 6.2, 6.3
12.	Describe the outcome of the war and the establishment of the new United States government.	6.1, 6.2, 6.3
13.	Describe the growth of the U.S. into the Northwest Territory.	6.1, 6.2, 6.3
14.	Recognize the importance of the Louisiana Purchase.	6.1, 6.2, 6.3
15.	Identify the new methods of travel that were developed in the early 1800s.	6.1, 6.2, 6.3
16.	Summarize how western lands became part of the United States.	6.1, 6.2, 6.3
17.	Recognize that slavery led to a civil war.	6.1, 6.2, 6.3
18.	Describe the strengths and weaknesses of the North and South during the war.	6.1, 6.2, 6.3
19.	Identify the challenges facing the United States after the war.	6.1, 6.2, 6.3
20.	Discuss the conflict caused by westward migration and the impact of technology.	6.1, 6.2, 6.3

21.	Identify reform efforts of the early 1900s.	6.1, 6.2, 6.3
22.	Describe World War I and the struggle for women's suffrage.	6.1, 6.2, 6.3
23.	Explain life in the 1920's.	6.1, 6.2, 6.3
24.	Discuss the New Deal and the reasons that World War II ended the Great Depression.	6.1, 6.2, 6.3
25.	Identify the background and major conflicts of the Cold War.	6.1, 6.2, 6.3
26.	Describe the civil rights movement.	6.1, 6.2, 6.3
27.	Identify the major challenges of the twenty-first century.	6.1, 6.2, 6.3

Unit 2: The United States: Its Land and People

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Recognize that the United States varies greatly in its landforms, waterways, and resources.	6.1, 6.2, 6.3
2.	Understand that the eastern region includes the area from the Atlantic coast to the Mississippi River Valley.	6.1, 6.2, 6.3
3.	Identify the landforms of the western regions, Alaska, and Hawaii.	6.1, 6.2, 6.3
4.	Relate the vastness of the country to the variety of its ecosystems.	6.1, 6.2, 6.3
5.	Recognize that dividing the United States into regions helps us understand it more easily.	6.1, 6.2, 6.3
6.	Identify the five regions of the United States.	6.1, 6.2, 6.3
7.	Understand that states in a region share resources.	6.1, 6.2, 6.3
8.	Recognize the various factors that affect climate.	6.1, 6.2, 6.3
9.	Understand how mountains affect rainfall.	6.1, 6.2, 6.3
10.	Describe the lake effect.	6.1, 6.2, 6.3
11.	Identify two types of extreme weather and the regions in which it occurs.	6.1, 6.2, 6.3
12.	Understand that in a free enterprise system, everyone makes his or her own economic decisions.	6.1, 6.2, 6.3
13.	Discuss why profit, investors, and supply and demand are important in any business.	6.1, 6.2, 6.3
14.	Explain the importance of planning and teamwork in business.	6.1, 6.2, 6.3
15.	Recognize the difference between needs and wants.	6.1, 6.2, 6.3
16.	Understand that businesses are producers.	6.1, 6.2, 6.3
17.	Describe the role that banks play in the economy.	6.1, 6.2, 6.3
18.	Summarize the circular flow of the economy.	6.1, 6.2, 6.3
19.	Recognize that government power is shared.	6.1, 6.2, 6.3
20.	Understand how state governments work.	6.1, 6.2, 6.3

21.	Describe the work done by local governments and the main way in which they raise money.	6.1, 6.2, 6.3
22.	Describe the type of government we have in the United States.	6.1, 6.2, 6.3
23.	Understand the powers and duties of the three branches of the national government.	6.1, 6.2, 6.3
24.	Discuss the role of tribal government in the United States.	6.1, 6.2, 6.3
25.	Recognize that citizenship involves both rights and responsibilities.	6.1, 6.2, 6.3
26.	Understand that citizens have the power to change things.	6.1, 6.2, 6.3
27.	Identify the values and beliefs that unite Americans.	6.1, 6.2, 6.3

Unit 3: The Northeast

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Describe mountains and lakes in the Northeast.	6.1, 6.2, 6.3
2.	Understand the importance of the resources of the Northeast.	6.1, 6.2, 6.3
3.	Identify other resources of the Northeast.	6.1, 6.2, 6.3
4.	Describe the climate of the Northeast.	6.1, 6.2, 6.3
5.	Understand that the Northeast's natural resources provide a living for many people.	6.1, 6.2, 6.3
6.	Recognize that many people in the Northeast work in service jobs.	6.1, 6.2, 6.3
7.	Discuss the past and present of cities and suburbs in the Northeast.	6.1, 6.2, 6.3
8.	Know that Native Americans were the Northeast's first people.	6.1, 6.2, 6.3
9.	Discuss the variety of cultures in this region.	6.1, 6.2, 6.3
10.	Recognize that festivals are one way people show culture pride.	6.1, 6.2, 6.3
11.	Identify the variety of activities available in the Northeast.	6.1, 6.2, 6.3

Unit 4: The Southeast

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Identify the Mississippi River and the wetlands of the Southeast.	6.1, 6.2, 6.3
2.	Explore the coast, hills, mountains, and islands of the Southeast.	6.1, 6.2, 6.3
3.	Describe the warm climate and effects of the Gulf of Mexico.	6.1, 6.2, 6.3
4.	Show the continuing threat of hurricanes to the Southeast.	6.1, 6.2, 6.3
5.	Describe products produced by the farms in the Southeast.	6.1, 6.2, 6.3
6.	Identify renewable and nonrenewable resources found in the Southeast.	6.1, 6.2, 6.3
7.	Summarize the importance of several industries to the Southeast's economy.	6.1, 6.2, 6.3
8.	Describe the importance of tourism to the economy of the Southeast.	6.1, 6.2, 6.3
9.	Identify Native America groups who first lived in the Southeast.	6.1, 6.2, 6.3
10.	Identify immigrant groups that settled in the Southeast.	6.1, 6.2, 6.3
11.	Trace the progress of the civil rights movement.	6.1, 6.2, 6.3
12.	Describe many different musical styles that began in the Southeast.	6.1, 6.2, 6.3

Unit 5: The Midwest

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Describe how glaciers carved the Midwest's many lakes.	6.1, 6.2, 6.3
2.	Discuss the importance of rivers and soil fertility in the Midwest.	6.1, 6.2, 6.3
3.	Identify Midwest landforms.	6.1, 6.2, 6.3
4.	Discuss the climate extremes of the Midwest.	6.1, 6.2, 6.3
5.	Identify natural resources found in the Midwest.	6.1, 6.2, 6.3
6.	Show the importance of iron to the economy of the Midwest.	6.1, 6.2, 6.3
7.	Identify important Midwestern farm products.	6.1, 6.2, 6.3
8.	Describe how the Midwestern economy has changed over time.	6.1, 6.2, 6.3
9.	Identify Native American groups that lived in the Midwest.	6.1, 6.2, 6.3
10.	Trace the different groups who settled in the Midwest.	6.1, 6.2, 6.3
11.	Show how Midwesterners honor diverse cultural traditions.	6.1, 6.2, 6.3
12.	Describe the artistic, musical, and athletic traditions of the Midwest.	6.1, 6.2, 6.3

Unit 6: The Southwest

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Understand that the geography of the Southwest is varied.	6.1, 6.2, 6.3
2.	Describe the landforms that can be in the Southwest.	6.1, 6.2, 6.3
3.	Identify the major rivers of the Southwest.	6.1, 6.2, 6.3
4.	Recognize that the scarcity of water poses a challenge.	6.1, 6.2, 6.3
5.	Recognize that oil is the Southwest's most valuable resource.	6.1, 6.2, 6.3
6.	Identify crops grown in the Southwest.	6.1, 6.2, 6.3
7.	Understand that the Southwest has developed a thriving technology sector.	6.1, 6.2, 6.3
8.	Discuss the Native American heritage of the Southwest.	6.1, 6.2, 6.3
9.	Identify the Spanish influence on the Southwest.	6.1, 6.2, 6.3
10.	Understand that immigrants and older Americans have moved to the Southwest in the recent years.	6.1, 6.2, 6.3
11.	Describe the festivals and ceremonies of the Southwest.	6.1, 6.2, 6.3

Unit 7: The West

#	STUDENT LEARNING OBJECTIVES	NJCCCS
1.	Introduce the many environments of the West.	6.1, 6.2, 6.3
2.	Describe how Western mountains, lakes, and rivers were formed.	6.1, 6.2, 6.3
3.	Trace the effects of the movement of the Earth's plates.	6.1, 6.2, 6.3
4.	Discuss the West's varied climates.	6.1, 6.2, 6.3
5.	Describe the rich natural resources found in the West.	6.1, 6.2, 6.3
6.	Show how different landforms affect the local economies.	6.1, 6.2, 6.3
7.	Discuss different industries and employers in the West.	6.1, 6.2, 6.3
8.	Outline the importance of tourism and the service industry to the economy of the West.	6.1, 6.2, 6.3
9.	Describe ways of life of Native American groups in the West.	6.1, 6.2, 6.3
10.	Trace the movement of groups of people to the West.	6.1, 6.2, 6.3
11.	Discuss celebrations and other tourist attractions in the West.	6.1, 6.2, 6.3

Unit 1: Our National Story

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. What are some events that shaped our nation? 2. How was slavery first established in our nation? 3. What history do you share with other Americans? 4. What can people today learn about the past? 5. How might life have been different for the first Americans compared with our lives today? 6. How is life different today for African Americans compared to African Americans of the past? 	<ul style="list-style-type: none"> • Describe the way of life for the people of the ancient Cahokia • Explain how the people of the Eastern Woodlands survived • Identify the ways in which the Plains and Pueblo people differed. • Describe the exchange between the Europeans and Native Americans • Understand why the Spanish and French came to North America. • Recognize the conflicts between Europeans and Native Americans. • Describe the problems that arose between Great Britain and the colonists following the French and Indian War • Compare and contrast the roles of Europeans, African Americans and 	<ul style="list-style-type: none"> • Have students pretend to be a European explorer and write a journal entry for the explorer's travel log which he or she describes the longhouse, activities and government of the Iroquois. • Have students use a sequencing chart to organize events about the English in North America. • Have students choose a topic and draw a cartoon that expresses their opinion about the topic. • Provide students with a map of the world and have them use a scale of miles to determine how far it is from the east coast of the US to Great Britain. 	<ul style="list-style-type: none"> • Unit Assessment • Informal Observations • Writing Prompt: What are some events that shaped our nation? • What is the role each culture has had in establishing our country?

<p>7. What were the factors that lead to the civil war?</p> <p>8. How was the Mason Dixon line established and what was its purpose</p>	<p>Native Americans in history</p>		
<p>Essential Questions</p>	<p>Instructional Objectives/ Skills and Benchmarks_ <i>(CPIs)</i></p>	<p>Activities</p>	<p>Assessments</p>
	<ul style="list-style-type: none"> • Explain how taxes and protests eventually led to war • Discuss the advantages of the British in the war. • Describe the outcome of the war and the establishment of the new United States Government. • Describe the growth of the US into the Northwest Territory. • Recognize the importance of the Louisiana Purchase. • Identify the new methods of travel that were developed in the early 1800s. • Recognize that slavery led 	<ul style="list-style-type: none"> • Discuss the First Amendment and have students write a paragraph explaining why this freedom is so important in American society. • Provide students with a map of the United States and have them color the map to outline the territory of the Louisiana Purchase. • Have students research the siege at the Alamo or the discovery of gold in California. Students will pretend they live during the 1830s and 1840s and write a front-page newspaper article announcing the event and 	

	<p>to a civil war. And identify the challenges facing the United States during the war.</p> <ul style="list-style-type: none"> • Identify reform efforts of the early 1900s. • Describe the World War I and the struggle for women's suffrage. • Explain life in the 1920s. • Identify the major conflicts of the Cold War. • Describe the Civil Rights movement. 	<p>its details.</p> <ul style="list-style-type: none"> • Create posters that the government might have hung in the post offices in the South during the Reconstruction. • Have students compose a speech that the President might have said when Japan bombed Pearl Harbor. 	
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Unit 2: The United States: Its Land and People

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do people meet their needs? 2. How might resources affect people's occupations in a particular region? 3. Why do state and local governments have different jobs and responsibilities? 4. What was the role of African Americans in providing resources to regions? 5. What influence did African Americans have in the establishment of these newly developed regions? 	<ul style="list-style-type: none"> • Recognize that the US varies greatly in its landforms, waterways, and resources. • Relate the vastness of the country to the variety of its ecosystems. • Identify the five regions of the US. • Understand that states in a region share resources. • Recognize the various factors that affect climate. • Understand how mountains affect rainfall. • Describe the lake effect. • Identify 2 types of extreme weather and in which region it occurs. • Understand that in a free enterprise system, everyone makes his or her own economic decisions. 	<ul style="list-style-type: none"> • Use a map to point out states in the western region and provide weather reports for different states over a week. • Explain what acid rain is and have students draw a diagram that shows how acid rain forms and falls back to Earth. • Divide the class into two groups and have them research the statics on tornados and hurricanes. • Have students make a poster advertising a business they run. • Have students write a journal entry pretending to be from the 1700s. 	<ul style="list-style-type: none"> • Unit Assessment • Informal Observations • Writing Prompt: How do people meet their needs?

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> • Discuss why profit, investors, and supply and demand are important in any business. • Explain the importance of planning and teamwork in a business. • Recognize the difference between needs and wants. • Understand that businesses are producers. • Describe the role that banks play in the economy, • Summarize the circular flow of the economy. • Recognize that government power is shared. • Understand how the state governments work. • Describe the work done by the local governments and the main way in which they raise money. • Describe the type of government we have in the 	<ul style="list-style-type: none"> • Have students write a speech to persuade voters be elected governor of the state • Discuss time zones and have students choose a time and then calculate the time in each zone. • Have students write a class story about what it would be like in the day of the life of the president. One student writes the first sentence and then passes the paper on. 	

	<p>US.</p> <ul style="list-style-type: none">• Understand the powers and duties of the three branches of government.• Recognize that citizenship involves both rights and responsibilities.• Understand that citizens have the power to change things.• Identify the values and beliefs that unite Americans.		
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Unit 3: The Northeast

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. What causes a region to change? 2. How has the geography of the Northeast affected the region? 3. How have people of the Northeast adapted to make a living? 4. What was the role of African Americans in establishing the Northeast region? 5. What was the treatment of African Americans in the Northeast region? 6. What was immigration like in the early establishment of the 	<ul style="list-style-type: none"> • Describe the mountains and the lakes of the Northeast. • Understand the importance of the resources of the Northeast. • Identify the other resources of the Northeast. • Describe the climate of the Northeast. • Understand that the Northeast's natural resources provide a living for many people. • Describe how the manufacturing industry got started. • Recognize that many people in the Northeast work in service jobs. • Discuss the past and present of cities and 	<ul style="list-style-type: none"> • Make a history guidebook of the Northeast that includes the climate, resources, and other information found about this region. • Have students conduct a survey of all fourth grade students to find out what occupations their parents have. Students will then compile the list of service jobs from that list. Have students create a pie chart to show the numbers and compare the number of people with service jobs to the number of people in manufacturing jobs. • Have students use a map to choose of the major cities of the Northeast and research the features of this city. • Have students keep a 	<ul style="list-style-type: none"> • Unit Assessment • Informal Observations • Writing Prompt: What causes a region to change?

Northeast Region?

- suburbs in the Northeast.
- Know that Native Americans were the Northeast's first people.
- Discuss the variety of cultures in this region.
- Recognize that festivals are one way people show cultural pride.
- Identify the variety of activities available in the Northeast.

journal pretending they are taking a summer vacation touring the states of the Northeast. Have students write one journal entry that describes their visit to one of the attractions they saw.

Unit 4: The Southeast

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do people affect the environment? 2. How does the Southeast's geography affect the region? 3. How might the abundance of water in the Southeast be a danger? 4. How do people of the Southeast shape the region's culture? 7. What was the role of African Americans in establishing the Southeast region? 8. What was the treatment of African 	<ul style="list-style-type: none"> • Identify the Mississippi River and the wetlands of the Southeast. • Explore the coast, hills, mountains, and islands of the Southeast. • Describe the warm climate and effects of the Gulf of Mexico. • Show the continuing threat of hurricanes to the Southeast. • Describe the products produced by farms in the Southeast. • Identify renewable resources found in the Southeast. • Summarize the importance of several industries to the Southeast's economy. 	<ul style="list-style-type: none"> • Ask students to suppose they are traveling through the Southeast and writing letters back home. • Have them work in groups to plot a route through the Southeast on a map. • Have each student create a weather chart to record the local weather daily for two weeks. Their charts should include the following information for each date: high and low temperature, precipitation type and amount, and wind direction and speed. 	<ul style="list-style-type: none"> • Unit Assessment • Informal Observations • Writing Prompt: How do people affect the environment?

<p>Americans in the Southeast region?</p> <p>9. What was immigration like in the early establishment of the Southeast Region?</p>	<p>Essential Questions</p>	<p>Instructional Objectives/ Skills and Benchmarks (CPIs)</p> <ul style="list-style-type: none"> • Describe the importance of tourism to the economy of the Southeast. • Identify Native America groups who first lived in the Southeast. • Trace the progress of the civil rights movement. • Describe the many different musical styles that began in the Southeast. 	<p>Activities</p> <ul style="list-style-type: none"> • Divide students into two groups to give a speech on using resources wisely. • Have groups work collaboratively to come up with a list of reasons for their position and against their position. • Divide students into small groups. Help each group identify a tourist attraction in the Southeast to research. • Direct students to appropriate materials to research their chosen tourist attractions, including online resources. • Each group should 	<p>Assessments</p>
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		create a poster advertising their tourist attraction.	
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Unit 5: The Midwest

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do natural resources affect a region's growth? 2. How have the people of the Midwest adapted to change? 3. What was the role of African Americans in establishing the Midwest region? 4. What was the treatment of African Americans in the Midwest region? 5. What was immigration like in the early establishment of the Midwest Region? 	<ul style="list-style-type: none"> • Describe how glaciers carved the Midwest's many lakes. • Discuss the importance of rivers and soil fertility in the Midwest. • Identify Midwest landforms. • Discuss the climate extremes of the Midwest. • Identify natural resources found in the Midwest. • Show the importance of iron to the economy of the Midwest. • Identify important Midwestern farm products. 	<ul style="list-style-type: none"> • Distribute tracing paper and have each student trace a map of the Midwest region. • Instruct students to draw a symbol for Mount Rushmore and a symbol for the Indianapolis 500 at the correct locations. • Collect three different soil samples in small pots. Label the pots. • Plant east to grow seed in each pot. Water adequately and put in a sunny window. • Ask students to suppose that they are either a pioneer or an African American who traveled north during the Great Migration. 	<ul style="list-style-type: none"> • Unit Assessment • Informal Observations • Writing Prompt: How do natural resources affect a region's growth?

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> • Describe how the Midwestern economy has changed over time. • Identify Native American groups that lived in the Midwest. • Trace the different groups who settled in the Midwest. • Show how Midwesterners honor diverse cultural traditions. • Describe the artistic, musical, and athletic traditions of the Midwest. 	<ul style="list-style-type: none"> • Have them write a letter to a family member back "home" describing their new life in the Midwest. • Ask students to suggest some places in the Midwest they would like to visit. Mark these places on a large wall map. • Divide students into groups. Assign each group one tourist attraction. • Have each group write a description of the attraction on an index card. Post them on the map and connect to the flags with string. 	

Unit 6: The Southwest

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<ol style="list-style-type: none"> 1. How do people adapt to their environments? 2. How do natural resources affect a region's growth? 3. How does the culture of a people affect their region? 4. What was the role of African Americans in establishing the Southwest region? 5. What was the treatment of African Americans in the Southwest region? 6. What was immigration 	<ul style="list-style-type: none"> • Understand that geography of the Southwest is varied. • Describe the landforms that can be seen in the Southwest. • Identify the major rivers of the Southwest. • Recognize that the scarcity of water poses a challenge. • Recognize that oil is the Southwest's most valuable resource. • Identify crops grown in the Southwest. • Understand that the Southwest has developed a thriving technology sector. • Discuss the Native 	<ul style="list-style-type: none"> • Many artists travel to the scenic areas of the Southwest to try to capture the beauty of this region with paints, charcoal, and other mediums. • Ask students to study the photograph on pp. 232-233. • Have students write a descriptive paragraph in which they attempt to paint a picture with words to describe the scene shown in the photograph. • Have students work in small groups to create museum exhibits on the agriculture and ranching in the Southwest. 	<ul style="list-style-type: none"> • Unit Assessment • Informal Observations • Writing Prompt: How do people adapt to their environments?

like in the early establishment of the Southwest Region?	American heritage of the Southwest.		
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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> • Identify the Spanish influence of the Southwest. • Understand that immigrants and older Americans have moved to the Southwest in recent years. • Describe the festivals and ceremonies of the Southwest. 	<ul style="list-style-type: none"> • Students can make models that show the crops grown in the region or they can make a replica of the pipes and ditches used to irrigate a field. • Ask students to write a children's book about one of the festivals of the Southwest. 	

Unit 7: The West

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. How does technology change people's lives? 2. How has the geography of the West affected the way people live? 3. How has the culture of the West changed over time? 4. How did African Americans establish citizenship in the West? 5. What was the treatment of African Americans in the West? 	<ul style="list-style-type: none"> • Introduce the many environments of the West. • Describe how Western mountains, lakes, and rivers were formed. • Trace the effects of the movement of the Earth's plates. • Discuss the West's varied climates. • Describe the rich natural resources found in the West. • Show how different landforms affect the local economies. • Discuss different industries and employers in the West. 	<ul style="list-style-type: none"> • Ask students to pick a state they would like to know more about. • As students work through the unit, instruct them to begin a time line of important events in the history of their state. • Have students each choose 3-4 different places in the West. Make sure they have chosen a variety of places. • Have students check the 7-day weather forecast for each of their locations. 	<ul style="list-style-type: none"> • Unit Assessment • Informal Observations • Writing Prompt: Why does technology change people's lives?

<p>region?</p> <p>6. What was immigration like in the early establishment of the West Region?</p>			
Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> • Outline the importance of tourism and the service industry to the economy of the West. • Describe the ways of life of Native America groups in the West. • Trace the movement of groups of people to the West. • Discuss celebrations and other tourist attractions in the West. 	<ul style="list-style-type: none"> • After students have collected the information, have them write a one-minute weather segment. Students can present their weather segments. • Ask students to imagine that they live and work in one of the Western states. • Have students use the information and their imaginations to write a short story about their lives. 	

Holocaust Lesson

Essential Questions	Instructional Objectives/ Skills and Benchmarks_ (CPIs)	Activities	Assessments
<p>How do people protect and support each other in times of crisis?</p>	<ul style="list-style-type: none"> • To introduce the students to choices faced by non-Jews during the Holocaust • To introduce the role of rescuer. 	<ul style="list-style-type: none"> • Read and discuss Number the Stars by Lois Lowry 	<ul style="list-style-type: none"> • Book Talks • Class Discussion • Written Reflections • Book reviews and/or projects

Social Studies Skills Table

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

Social Studies Skill		K-4
Chronological Thinking	•	Place key historical events and people in historical eras using timelines.
	•	Explain how the present is connected to the past.
	•	Determine locations of places and interpret information available on maps and globes.
	•	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking	•	Distinguish fact from fiction.
	•	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
Presentational Skills	•	Use evidence to support an idea in a digital, oral and/ written format.
	•	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

New Jersey Core Curriculum Content Standards

Academic Area

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

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Best Practices and Exemplars:

Students with Disabilities, English Language Learners, and Gifted and Talented Students:

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support Students with Disabilities:

***Refer to students' IEP for specific modifications and accommodations**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted and Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

*** All WIDA Can Do Descriptors can be found at: <https://wida.wisc.edu/teach/can-do/descriptors>**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-aloud

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*

• *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

21st Century Life and Careers Standards Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

Standards 9.1, 9.2, and 9.3

- **9.1 Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Resource Links

- **Brain Pop Social Studies**
<http://www.brainpop.com/socialstudies/>
- **NJ DOE Amistad Home**
<http://www.nj.gov/education/amistad/>
- **Amistad Online Curriculum and Activities (Free Registration)**
<http://njamistadcurriculum.net/>
- **Amistad Curriculum**
www.njamistadcurriculum.com/
- **Caring Makes a Difference: Holocaust Curriculum**
www.state.nj.us/education/holocaust/curriculum/
- **Discovery Education**

- www.discoveryeducation.com/search/page/k-5/socialstudies/-/-/index.cfm
- **Google Earth**
<http://www.google.com/earth/index.html>
- **New Jersey History Kids**
www.state.nj.us/state/historykids/NJHistoryKids.htm
- **TimeLinks website**
<https://connected.mcgraw-hill.com/connected/login.do>
- **IXL Social Studies**
<https://www.ixl.com/social-studies/grade-4>
- **Global One**
https://www.globalonenessproject.org/library?f%5B0%5D=field_media_type%3A1097&gclid=CMmA-sb9gNIMCFUOBswodM18CrQ
- **Kids.Gov**
<https://kids.usa.gov/social-studies/index.shtml>
- **Social Studies Resources**
http://www.internet4classrooms.com/skills_4th_social.htm
- **Social Studies Activities**
<https://www.education.com/activity/fourth-grade/social-studies/>
- **Mr. Nussbaum**
<http://mrnussbaum.com/united-states-history-for-kids/>
- **Social Studies Games**
http://www.learninggamesforkids.com/social_studies_games.html

Artiga	Alexis	Holy Spirit	734 Layton Dr., Union	7	2.8	9/18/2018
Auguste	Tommy	Holy Spirit	1612 Andrew St., Union	6	2.2	9/18/2018
Barnett	Lemuel	Holy Spirit	255 Ohio St., Union	K	2.9	10/18/2018
Bennett	My'Asia	Holy Spirit	11 Hart Pl., Union	4	2.6	9/18/2018
Guillen	Rianna	Holy Spirit	560 Fairway Dr., S, Union	5	2.4	9/18/2018
Hatcher	Korey	Holy Spirit	125 Marilyn Ct., Union	7	2.6	10/17/2018
Koenemund	Rebecca	Holy Spirit	1251 Wilshire Dr., Union	7	1.6	9/26/2018
Manderville	Judah	Holy Spirit	211 Chestnut St., Union	1	2.6	9/26/2018
Michel	Kacey	Holy Spirit	1539 Stuyvesant Ave., Apt. 1, Union	3	1.6	9/18/2018
Silvala	Joseph	Holy Spirit	746 Layton Dr., Union	K	2.8	9/18/2018
Smallwood	Jamila	Holy Spirit	2510 Jackson Ave., Union	5	2.4	10/9/2018
Tarabillo	Alex	Holy Spirit	2106 Lentz Ave., Union	2	1.6	9/18/2018

Cell: G64

Comment: Prorate?

- Tracy Kessock
- 1st Sem- \$350.15
- 2nd Sem- \$500.00
- Margaret Alago

Cell: G67

Comment: Prorate?

- Tracy Kessock

Cell: G72

Comment: Prorate?

- Tracy Kessock
- 1st Sem= \$389.00
- 2nd Sem= \$500.00
- Margaret Alago

