

# Grade 4 Social Studies Course Overview

Content Area: **Social Studies**  
Course(s): **SOCIAL STUDIES-4**  
Time Period:  
Length: **N/A**  
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## **COVER**

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

**Superintendent of Schools**

Dr. Victor P. Valeski

**Social Studies**

**Grade 4**

Course Number: 4054

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/10/1992

## **Course Overview**

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Grade 4 Social Studies focuses on a historical survey of New Jersey history from early settlement through New Jersey today. The course emphasizes the geography of New Jersey and highlights New Jersey's industry, agriculture, cities, environment, and government. The course surveys the early history of New Jersey and emphasizes the study of Native Americans, colonists, and New Jersey's role in the American Revolution. New Jersey's immigration history is also a point of study. The course introduces students to historical study through a chronological survey approach. Students meet in this required course for 160 minutes each week.

### **Unit 1: The Geography of New Jersey**

**Essential theme:** New Jersey is part of the northeast region of the United States and has four regions. New Jersey has a variety of landforms, waterways, and natural resources.

**Essential questions:** What features mark each of New Jersey's four regions? What are some of New Jersey's important waterways and natural resources?

### **Unit 2: The Settlement of a New Land**

**Essential theme:** Many scientists believe the first people in North America crossed over a land bridge from Asia during the Ice Age. The descendants of these people first lived in New Jersey about 12,000 years ago. By the 1600s the Lenape settled into villages and were farming, hunting and gathering. Columbus and other Europeans arrived in North America looking for a water route to Asia. Dutch settlers started farms and settlements grew into towns. Enslaved Africans were brought to the colony, which was divided into East Jersey and West Jersey. Eventually, New Jersey played an important role in the American Revolution.

**Essential questions:** How did the lives of New Jersey's Native Americans change from the Ice Age to the 1600s? How did the lives of European colonists change when Britain asserted its power? How did New Jersey change from a colony to one of the United States?

### **Unit 3: A Growing State**

**Essential theme:** In the 1800s, New Jersey grew and changed. Transportation improved dramatically, industries developed, and reformers tried to better people's lives. The issue of slavery led to the Civil War between the North and the South. New Jerseyans fought for the Union. After the war, our state saw new industries and inventions change American life forever.

**Essential questions:** What changes took place in New Jersey in the early 1800s in the areas of transportation, industry, and social reform? How did life change in New Jersey during the Civil War?

## Unit 4: New Jersey Comes of Age: Growth and Change

**Essential theme:** In the first half of the twentieth century, many New Jerseyans worked for government reform and fought in two world wars. In the second, New Jerseyans saw rapid changes in population, housing, transportation, and industry.

**Essential questions:** How did life change in New Jersey during the years 1900-1945? How were the post-war years marked by important changes in population, the struggle for equality, and the economy of New Jersey?

## Unit 5: New Jersey in the Twenty-first Century

**Essential theme:** New Jersey's growing economy provides goods and services to consumers as well as jobs in a variety of industries. New Jersey has a diverse population and is culturally rich. New Jerseyans have rights and responsibilities to local, state, and national governments.

**Essential questions:** How does the free enterprise system operate in New Jersey? What do local, state, and national governments have in common? How are they different? How have different cultures, people, and artists contributed to the history of New Jersey?

## Textbooks and other resources

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Students use age-appropriate, leveled texts. They use both fiction and nonfiction works as well as the textbook *Our New Jersey*.

## Standards

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SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
SOC.6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.4.A.6	Explain how national and state governments share power in the federal system of

government.

- SOC.6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- SOC.6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- SOC.6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- SOC.6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- SOC.6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- SOC.6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- SOC.6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- SOC.6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- SOC.6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- SOC.6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- SOC.6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- SOC.6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- SOC.6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- SOC.6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- SOC.6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- SOC.6.1.4.C.4 Describe how supply and demand influence price and output of products.
- SOC.6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- SOC.6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- SOC.6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- SOC.6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- SOC.6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- SOC.6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures

who lived New Jersey.

- SOC.6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.
- SOC.6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- SOC.6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- SOC.6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- SOC.6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- SOC.6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- SOC.6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- SOC.6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- SOC.6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- SOC.6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- SOC.6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- SOC.6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- SOC.6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.
- SOC.6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.
- SOC.6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- SOC.6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- SOC.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- SOC.6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- SOC.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- SOC.6.1.4.D.14 Trace how the American identity evolved over time.
- SOC.6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- SOC.6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- SOC.6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- SOC.6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an

interconnected world.

- SOC.6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- SOC.6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- SOC.6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- SOC.6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- SOC.6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- SOC.K-4.1.1.1 Place key historical events and people in historical eras using timelines.
- SOC.K-4.1.1.2 Explain how the present is connected to the past.
- SOC.K-4.1.2.2 Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- SOC.K-4.1.3.2 Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
- SOC.K-4.1.4.1 Use evidence to support an idea in a digital, oral and/ written format.

## **Grading and Evaluation Guidelines**

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Students are evaluated throughout each quarter. Oral and written assessments, projects, and class activities are all taken into account when determining the degree to which a student is meeting the the NJ Social Studies curriculum standards. Course content and pedagogy are reviewed by teachers and administrators throughout the year.

## **Other Details**

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