



Willingboro Public Schools

“Where Excellence is the Expectation”

Willingboro Public Schools Curriculum template.pending review

Revised **June, 2022**
name - Supervisor of ?

Curriculum template.pending review
(From [New Jersey Student Learning Standards](#))

<insert NJSLS Curriculum Overview Here>

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This was modeled after the NJSLS Document

Overview	Content Standards	Unit Focus
<p>Unit 1</p> <p>Colonial New Jersey and America</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsPD.3 ● 6.1.5.Civic.DP.1 ● 6.1.5.Civic.DP.2 ● 6.1.5.Civic.DP.3 ● 6.1.5.CivicsCM.5 ● 6.1.5.GeoPP.3 ● 6.1.5.GeoPP.5 ● 6.1.5.GeoPP.6 ● 6.1.5.GeoSV.5 ● 6.1.5.GeoGI.1 ● 6.1.5.GeoGI.3 ● 6.1.5.HistoryCC.1 ● 6.1.5.HistoryCC.6 ● 6.1.5.HistoryCC.8 ● 6.1.5.HistoryCC.12 	<p>During Unit 1, students will be introduced to Colonial New Jersey and America. Students will learn about factors that led to the emigration to North America, cultural differences between European colonists and Native Americans, and the founding documents for the colonies.</p>
<p><i>Unit 1:</i></p> <p>Suggested Open Educational Resources</p>	<ul style="list-style-type: none"> ● Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 ● <i>Voices of Colonial New Jersey</i> (National Geographic) ● <i>Colonial Life</i> (Children's Press) ● <i>Voices of Colonial New Jersey</i> (National Geographic) ● <i>Colonial America (You Choose)</i> by Allison Lassieur ● <i>If you sailed on the Mayflower in 1620</i> (Scholastic, 1991) 	
<p>Unit 2</p> <p>New Jersey and the American Revolution</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.1 ● 6.1.5.HistoryCC.3 ● 6.1.5.HistoryCC.13 ● 6.1.5.HistoryCC.14 ● 6.1.5.HistoryCC.15 ● 6.1.5.HistoryUP.7 ● 6.1.5.GeoGI.3 ● 6.1.5.CivicsHR.1 ● 6.1.5.Civic.DP.1 	<p>During Unit 2, students will be introduced to the American Revolution. Students will learn how the decisions of individuals and groups influenced the creation of New Jersey and the United States. Students will learn about the Declaration of Independence, American colonists, and the Peace Treaty of 1783.</p>

Overview	Content Standards	Unit Focus
	<ul style="list-style-type: none"> 6.1.5.Civic.DP.2 	
<p>Suggested Open Educational Resources</p>	<ul style="list-style-type: none"> Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 <i>Voices from Colonial America: New Jersey</i> (National Geographic) <i>Road to Revolution</i> (National Geographic) <i>Katie's Trunk</i> by Ann Turner <i>Yertle the Turtle</i> (Seuss) <i>George Washington's Socks</i> (Woodruff, 1991) 	
<p>Unit 3</p> <p>American Constitutional Government</p>	<ul style="list-style-type: none"> 6.1.5.CivicsPI.3 6.1.5.CivicsPI.4 6.1.5.CivicsPI.5 6.1.5.CivicsPI.6 6.1.5.CivicsPI.7 6.1.5.Civic.DP.1 6.1.5.Civic.DP.2 6.1.5.CivicsHR.1 	<p>During Unit 3, students will be introduced to the American Constitutional Government. Students will learn about democracy, the Articles of Confederation, the Constitution, and the Bill of Rights.</p>
<p><i>Unit 3:</i></p> <p>Suggested Open Educational Resources</p>	<ul style="list-style-type: none"> Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 <i>Shh! We're writing the Constitution</i> (Jean Fritz) <i>We the Kids: A Preamble to the Constitution of the United States</i> (David Catrow) 	
<p>Unit 4</p> <p>Economic Development in</p>	<ul style="list-style-type: none"> 6.1.5.GeoPP.2 6.1.5.GeoHE.2 6.1.5.GeoHE.3 6.1.5.EconET.3 6.1.5.EconEM.2 6.1.5.EconEM.4 6.3.5.CivicsPD.1 6.3.5.GeoHE.1 	<p>During Unit 4, students will be introduced to the economic development in both New Jersey and the United States. Students will learn how land and resources change over time and impact on the environment.</p>

Overview	Content Standards	Unit Focus
New Jersey and the U.S.		
<p><i>Unit 4:</i></p> <p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> ● Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 ● <i>Boon Town</i> (Levitin, 1998) ● <i>The Amazing, Impossible Erie Canal</i> (Harness, 1995) ● <i>The Bobbin Girl</i> (McCully, 1996) ● <i>Letting Swift River Run</i> (Yolen, 1992) 	
<p>Unit 5</p> <p>Forging a New Version of Freedom and Liberty</p>	<ul style="list-style-type: none"> ● 6.1.5.Civic.DP.1 ● 6.1.5.Civic.DP.2 ● 6.1.5.HistoryUP.5 ● 6.1.5.HistoryUP.6 ● 6.1.5.HistoryUP.7 	<p>During Unit 5, students will be introduced to the idea of forging a new version of freedom and liberty. Students will learn about human rights, human dignity, and diverse cultures. Students will also learn about stereotyping and prejudice, discrimination, and the 14th Amendment.</p>
<p><i>Unit 5:</i></p> <p><i>Suggested Open Educational Resources</i></p>	<ul style="list-style-type: none"> ● Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 ● <i>Emma's Escape: A Story of America's Underground Railroad</i> (Smithsonian institution, 2003) ● <i>A Good Night for Freedom</i> (Morrow, 2004) ● <i>Follow the Drinking Gourd</i> (Winter, 1988) ● <i>The Butterfly</i> (Polacco, 2000) ● <i>The Gold Cadillac</i> (Taylor, 2001) ● <i>Through My Eyes</i> (Ruby Bridges) ● <i>The Hundred Dresses</i> (Estes, 1944) ● <i>Pink and Say</i> (Polacco, 1994) 	

Unit 1: Colonial New Jersey and America

Overview

During Unit 1, students will be introduced to Colonial New Jersey and America. Students will learn about factors that led to the emigration to North America, cultural differences between European colonists and Native Americans, and the founding documents for the colonies.

Essential Questions

- Why do people move to other places?
- How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?
- Why do people from diverse cultures sometimes experience conflict?
- How might understanding multiple perspectives lead to greater cooperation and peaceful coexistence?
- How do primary sources help us to understand what happened in the past?
- How did the decisions of individuals and groups influence the creation of New Jersey and the United States?

Enduring Understandings

- Religious persecution, political and economic instability and the desire for a better life led many to emigrate to North America in the 1600 and 1700s (opportunity costs).
- Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations.
- Constitutions (compacts and charters) establish governmental structures and protections of essential rights that allow diverse peoples to live in harmony.
- Many of the founding documents for the colonies (such as the Mayflower Compact) were based on the idea of the consent of the governed.
- The diverse settlement patterns in colonial New Jersey necessitated a degree of religious freedom and tolerance in the political structure.
- The struggle for religious freedom has been a constant theme in American history.
- Primary source documents provide a valuable and authentic record of the past.

Unit 1 Colonial New Jersey and America

Content Standards

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

Unit 1 Colonial New Jersey and America

Content Standards

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

Unit 1 Colonial New Jersey and America**Content Standards****Core Ideas**

Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Certain dispositions help individuals contribute to the health of American democracy.

Patterns of settlement differ markedly from region to region, place to place, and time to time.

The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

Chronological sequencing helps us track events over time

Interactions of people and events throughout history have shaped the world we experience today.

Student Learning Objectives

- Students will...
- Explain why people move to other places.
 - Describe settlers.
 - Explain why Europeans left their homes to settle in America.
 - Describe the British colonies in America in the 1770s.
 - Explain why American ideals such as equality, liberty and consent of the governed are embodied in key historic documents.
 - Explain why religious tolerance is important.
 - Explain how people from diverse cultures sometimes experience conflict.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

<ul style="list-style-type: none"> ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>		
<p align="center">Gifted and Talented Students</p>		<p align="center">504 Plan</p>
<ul style="list-style-type: none"> ● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments 	
<p align="center">Interdisciplinary Connections</p>		<p align="center">Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. ● RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. ● RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 2. <input type="checkbox"/> Collaborating Around Computing and Design 3. <input type="checkbox"/> Recognizing and Defining Computational Problems 4. <input type="checkbox"/> Developing and Using Abstractions 5. <input type="checkbox"/> Creating Computational Artifacts 6. <input type="checkbox"/> Testing and Refining Computational Artifacts 	

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

7. Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.

9.4 Life Literacies and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change

Addressed in Unit 4

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p>

- Students create a map of colonial New Jersey. Students can locate some of the early settlements on the map, and color code approximate regions where different types of settlers lived.
- Students write a letter to a friend back in Europe, describing what life was like in colonial New Jersey, and whether it was better or worse than the country they left.
- Students pretend they are the proprietors of New Jersey, and draft what they think is the best constitution for the colony. Students should be able to explain the reasons for the provisions of their constitution, the people it will serve, whether it is fair, and how it helps them.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher's observation, class discussion, and journal

- Read background about the relations between the Native Americans and the Puritans in New England and the Lenni Lenape and the Quakers and other settlers in the Delaware Valley (eastern Pennsylvania and western New Jersey). Identify the sources of conflict and the positions and interests of the European settlers and the Native Americans. Divide into pairs of students. Some pairs of students roleplay a negotiation in New England; others roleplay a negotiation in the Delaware Valley. Compare the negotiations with what really happened in New England (King Philip's War) and New Jersey/Pennsylvania (an unwritten peace treaty that was held for 75 years) and the impact on the Native American populations. Write an essay explaining what factors might have caused this difference and identifying why people from diverse cultures sometimes experience conflict and how understanding multiple perspectives might lead to greater cooperation and peaceful coexistence.
- Students read relevant excerpts from the following primary source documents (we will provide simplified versions online) and prepare a written essay, citing specific examples from the texts, comparing the documents to respond to the questions.
 - How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?
 - Did colonists in New England and New Jersey enjoy religious freedom?
 - Did religious freedom in New Jersey increase or decrease from 1664 to 1683?
 - How do primary sources help us to understand what happened in the past?
 - 1. Mayflower Compact, 1620 (may be found at avalon.law.yale.edu/17th_century/mayflower.asp)
Excerpt: "for our better Ordering and Preservation, and Furtherance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers,

	<p>from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience..</p> <p>.”</p> <ul style="list-style-type: none">■ 2. Agreement of the Lords Proprietors of the Province of New Jersey (1664) Excerpt: “. . .no person qualified as aforesaid within the said Province, at any time shall be any ways molested, punished, disquieted or called in question for any difference in opinion or practice in matte of religious concernments, who do not actually disturb the civil peace of the said Province; but that all and every such person and persons may from time to time, and at all times, freely and fully have an' enjoy his and their judgments and consciences in' masters of religion throughout the said Province they behaving themselves Grade Four Social Studies peaceably and quietly, and not using this liberty to licentiousness, nor to the civil injury or outward disturbance of others; any law, statute or clause contained, or to be contained, usage or custom of this realm o England, to the contrary thereof in any wise notwithstanding”■ 3. Charter for the Province of West New Jersey, 1676 (avalon.law.yale.edu/subject menus/statech.asp) Excerpt: “. . .we the Governor and Proprietors, freeholders and inhabitants of West New Jersey, by mutual consent and agreement, for the prevention of invasion and oppression, . . .and for the preservation of the peace and tranquility of the same: We do make and constitute these our agreements there shall be a General Free Assembly for the Province aforesaid, yearly and every year, at a day certain, chosen by the free people of the said Province, whereon all the representatives for
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the said Province, shall be summoned to appear, to consider of the affairs of the said Province, and to make and ordain such acts, and laws, as shall be requisite and necessary for the good government and prosperity of the free people of the said Province.“ Excerpt: “...no men, nor number of men upon earth, hath power or authority to rule over men's consciences in religious matters, therefore it is consented, agreed and ordained, that no person or persons whatsoever within the said Province, at any time or times hereafter, shall be any ways upon any presence whatsoever, called in question, or in the least punished or hurt, either in person, estate, or privilege, for the sake of his opinion, judgment, faith or worship towards God in matters of religion. But that all and every such person, and persons may from time to time, and at all times, freely and fully have, and enjoy his and their judgments, and the exercises of their consciences in matters of religious worship throughout all the said Province.”

- 4. Fundamental Constitutions for the Province of East New Jersey, 1683
(avalon.law.yale.edu/subject_menus/statech.asp)
Excerpt: “Since the right of government, as well as soil, is in the four and twenty Proprietors, and that the same is confirmed to them a new by a late patent from James Duke of York pursuant to patent granted to Him from the King; the Proprietors for the well ordering and governing of the said Province, according to the powers conveyed to them, do grant and declare, that the government thereof shall be as followeth, VIZ. ...for the government of the Province, there shall be a great Council, to consist of the four and twenty proprietors, or

their proxies in their absence, and one hundred forty-four to be chosen by the freemen of the Province.“
Excerpt: XVI. All persons living in the Province who confess and acknowledge the one Almighty and Eternal God, and holds themselves obliged in conscience to live peaceably and quietly in a civil society, shall in no way be molested or prejudged for their religious persuasions and exercise in matters of faith and worship; nor shall they be compelled to frequent and maintain any religious worship, place or ministry whatsoever: Yet it is also hereby provided, that no man shall be admitted a member of the great or common Council, or any other place of publick trust, who shall not profaith in Christ Jesus, and solemnly declare that he doth no ways hold himself obliged in conscience to endeavour alteration in the government, or seeks the turning out of any in it or their ruin or prejudice, either in person or estate, because they are in his opinion hereticks, or differ in their judgment from him: Nor by this article is it intended, that any under the notion of this liberty shall allow themselves to avow atheism, irreligiousness, or to practice cursing, swearing, drunkenness, . . . murdering or any kind of violence, or indulging themselves in stage plays, masks, revells or such like abuses; for restraining such and preserving of the people in diligence and in good order, the great Council is to make more particular laws, which are punctually to be put in execution.

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or

	with their department or grade-level partners, as per Uniform Grading Profile.
Targeted Academic Vocabulary	
<ul style="list-style-type: none"> ● Colonists ● Conquest ● Constitutions ● Culture ● Diverse ● Indentured Servant ● Perspectives ● Primary Source ● Religious Freedom ● Religious Tolerance ● Settlers ● Social Contract 	

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> ● See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> ● Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> ● <i>Voices of Colonial New Jersey</i> (National Geographic) ● <i>Colonial Life</i> (Children's Press) ● <i>Voices of Colonial New Jersey</i> (National Geographic) ● <i>Colonial America (You Choose)</i> by Allison Lassieur ● <i>If you sailed on the Mayflower in 1620</i> (Scholastic, 1991) ● New Jersey History for Kids (Diversity, Equity and Inclusion) ● Colonial New Jersey (Diversity, Equity and Inclusion)

	<ul style="list-style-type: none">• Slavery and the Making of America (Amistad)• The American Colonies-CommonLit• Unrest in the American Colonies-ReadWorks
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 2: New Jersey and the American Revolution

Overview

During Unit 2, students will be introduced to the American Revolution. Students will learn how the decisions of individuals and groups influenced the creation of New Jersey and the United States. Students will learn about the Declaration of Independence, American colonists, and the Peace Treaty of 1783.

Essential Questions

- How has the use of land and resources changed over time, and what has the impact been on the environment?
- How can I use information from maps, globes and other sources of information to understand the past and to make better decisions about the present?
- How do people in different places and times make decisions about how to utilize their resources?
- How did the decisions of individuals and groups influence the creation of New Jersey and the United States?
- What is the function of money, and what gives it value?
- What causes revolutions?
- What was the purpose of the Declaration of Independence and what has been its enduring impact?
- Why was New Jersey's location significant in the American Revolutionary War?
- Was the Revolutionary War worth fighting?
- How have events of the past shaped the present?

Enduring Understandings

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Humans have natural inalienable rights, including life, liberty, and property. Natural rights (and ethical behavior) require that each person respect the dignity and rights of others.
- The Declaration of Independence was written to explain why the colonists wanted to separate from Britain.
- The Declaration of Independence has had an enduring impact because of its clear statement of the natural rights of each individual to life, liberty and the pursuit of happiness and to the right of the people to institute a new government when their current government does not protect these natural rights.
- The regional geography of New Jersey played a crucial role in the American Revolution and the survival of the Continental Army.
- The Revolutionary War created harsh economic conditions in New Jersey, forcing the Continental Army and New Jersey citizens to make difficult choices. (opportunity costs)
- Money, which serves as a means of exchange and store of value, became scarce during and after the war.
- The American colonists gained a huge expanse of land with the Peace Treaty (1783) that ended the American Revolution.
- Key historical events, documents, individuals and choices made led to the development of our nation.

Unit 2 New Jersey and the American Revolution

Content Standards

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Core Ideas

Chronological sequencing helps us track events over time.

Interactions of people and events throughout history have shaped the world we experience today.

Unit 2 New Jersey and the American Revolution

Content Standards

Historical records are shaped by the society that the creator lived in.

Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Student Learning Objectives

Students will...

- Describe human’s natural inalienable rights.
- Explain natural rights and ethical behavior.
- Explain what the Declaration of Independence is and why it was written.
- Explain how the regional geography of New Jersey played a crucial role in the American Revolution.
- Identify and describe the Peace Treaty of 1783.
- Describe how the events of the past have shaped the present.

Integrated Accommodations and Modifications

Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide additional manipulatives to support instruction 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered.

<ul style="list-style-type: none"> ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<ul style="list-style-type: none"> ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience 	<ul style="list-style-type: none"> ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time
<p align="center">Gifted and Talented Students</p>	<p align="center">504 Plan</p>	
<ul style="list-style-type: none"> ● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments 	

Interdisciplinary Connections	Computer Science and Design Thinking
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. ● RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ● RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ● W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ● SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. ● SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally). 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> 8. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 9. <input type="checkbox"/> Collaborating Around Computing and Design 10. <input type="checkbox"/> Recognizing and Defining Computational Problems 11. <input type="checkbox"/> Developing and Using Abstractions 12. <input type="checkbox"/> Creating Computational Artifacts 13. <input type="checkbox"/> Testing and Refining Computational Artifacts 14. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. ● 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
<p>Career Readiness, Life Literacies and Key Skills</p>	

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.

9.4 Life Literacies and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change**Addressed in Unit 4**

SEL Competencies
<ul style="list-style-type: none"> ● Self - Awareness ● Self - Management ● Social Awareness ● Responsible Decision Making ● Relationship Skills <p>https://www.nj.gov/education/safety/wellness/selearning/index.shtml</p>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Students assume the role of a surveyor attached to the Continental Army, and write a letter to General Washington explaining why Morristown is a good choice for winter encampments. The letter should also address some of the anticipated difficulties. ● Students write three diary accounts, one from the perspective of a New Jersey farmer who had his crops and animals confiscated by Continental troops, and was forced to accept worthless Continental dollars, one from the officer who was forced to choose between letting the army starve or coercing the farmer, and one from the perspective of a New Jersey Tory. These are appended to a short research paper or essay explaining why there was a problem with the Continental currency. <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Carefully and closely read and analyze the Declaration of Independence. Write an essay responding to the following questions: How did the Declaration of Independence explain to Britain why the American colonies were breaking away from the British empire? What does the Declaration of Independence say about individual rights? What does it say is the purpose of government and the sources of its power? Why do you think the Declaration has had an enduring impact on the development of democratic nations? <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>

Targeted Academic Vocabulary
<ul style="list-style-type: none"> ● American Revolution ● Colonists ● Declaration of Independence ● Dignity ● Ethical Behavior ● Inalienable Rights ● Opportunity Costs ● Peace Treaty ● Revolutionary War

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> ● See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> ● Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> ● <i>Voices from Colonial America: New Jersey</i> (National Geographic) ● <i>Road to Revolution</i> (National Geographic) ● <i>Katie's Trunk</i> by Ann Turner ● <i>Yertle the Turtle</i> (Seuss) ● <i>George Washington's Socks</i> (Woodruff, 1991) ● Old Barracks Museum ● Declaration of Independence ● Declaration of Independence Video ● Slavery and the Making of America (Amistad) ● Benjamin Franklin: Writer, Inventor and Founding Father ● Martha Washington: Letters from the General (Diversity, Equity and Inclusion) ● George Washington and the American Revolution ● The American Revolutionary War-ReadWorks (Diversity, Equity and Inclusion) ● The Revolutionary War and the Jews (Holocaust) ● Asian People in the American Revolution (AAPI)

Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 3: American Constitutional Government

Overview

During Unit 3, students will be introduced to the American Constitutional Government. Students will learn about democracy, the Articles of Confederation, the Constitution, and the Bill of Rights.

Essential Questions

- What basic ideas about government did the Founders have?
- What is democracy?
- What is a republican government?
- What is a constitutional government?
- What did we learn from the government under the Articles of Confederation?
- How does the U.S. Constitution organize our government to prevent an abuse of power?
- How do the Constitution and Bill of Rights protect our rights?
- What is federalism and how does it work?
- How do the Constitution and Bill of Rights reflect American values of fairness, equality and diversity?
- What is the role of the citizen in the American system of republican democracy?

Enduring Understandings

- The Founders believed that human beings had certain natural rights to life liberty and property and to protect these rights people consent to obey the laws and government they create.
- Democracy is self-government.
- In a republican government (or representative democracy) the people elect individuals to represent their views in government and serve the common good.
- A constitutional government follows a set of rules and laws that outlines how government should be organized and run and what it should do.
- The Articles of Confederation provided for a weak national government with no president but it kept the states together during the war with Britain.
- The U.S. Constitution provides for diffused power through federalism and separation of powers among three branches of government.
- Federalism provides for the national government to have only those powers granted by the Constitution and other powers shared with or reserved to the states.
- The U.S. Constitution and Bill of Rights reflect American values of fairness, equality and diversity by protecting individual rights and giving voice to diverse views through representation in government.

Unit 3 American Constitutional Government

Content Standards

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

Unit 3 American Constitutional Government

Content Standards

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Core Ideas

In a representative democracy, individuals elect representatives to act on the behalf of the people.

Levels of government (i.e., local, state, and federal) have different powers and responsibilities.

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

Student Learning Objectives

- Students will...
- Describe democracy.
 - Explain a constitutional government.
 - Explain the Articles of Confederation.
 - Identify ways the Constitution and Bill of Rights protect our rights.
 - Describe federalism and how it works.
 - Explain the role of the citizen in the American system of republican democracy.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

<ul style="list-style-type: none"> ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>		
<p align="center">Gifted and Talented Students</p>		<p align="center">504 Plan</p>
<ul style="list-style-type: none"> ● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments 	
<p align="center">Interdisciplinary Connections</p>		<p align="center">Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. ● RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. ● RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 15. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 16. <input type="checkbox"/> Collaborating Around Computing and Design 17. <input type="checkbox"/> Recognizing and Defining Computational Problems 18. <input type="checkbox"/> Developing and Using Abstractions 19. <input type="checkbox"/> Creating Computational Artifacts 20. <input type="checkbox"/> Testing and Refining Computational Artifacts 21. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p>	

<ul style="list-style-type: none"> ● RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ● RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. ● SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. ● SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally). 	<ul style="list-style-type: none"> ● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. ● 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
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Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.

9.4 Life Literacies and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change

Addressed in Unit 4

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

- Conduct a mock Constitutional or Federal Convention, assigning each student a role as a delegate for one of the 13 states. Have students debate and determine how many representatives each state should have, using the estimated population of the 13 states in 1787. Students round the populations of each state and list how many representatives each state would have if there was one representative for each 30,000 people. Compare these numbers with the idea of two representatives for each state and debate the merits of both proposals. After the students come to an agreement (or fail to come to an agreement), have the same students playing the roles of representatives from each of the states try to determine whether and how slaves should be counted as part of the population for purposes of representation. Compare the results of the student negotiations with the Great Compromise. Students write a short essay explaining what might have happened if the delegates had been unable to come to an agreement and why it is sometimes necessary to make compromises.
- Compare the powers of government under the Articles of Confederation and the U.S. Constitution in a T-chart.
- Compare New Jersey 1776 state Constitution with the Virginia or Pennsylvania constitution or the 1780 Massachusetts constitution for a comparison of separation of powers.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher’s observation, class discussion, and journal

Summative Assessment:

- Students work in small groups to draw an image showing how federalism and separation of powers works. Students explain how federalism and separation of powers can help prevent abuse of authority, and how federalism or separation of powers can negatively impact the functioning of state and federal government. Use the provisions of the U.S. Constitution to make a chart of the powers that the national government has; the powers reserved to the states; and areas with concurrent authority. Students write an opinion piece considering the benefits and disadvantages of federalism and separation of powers and conclude whether these mechanisms to prevent abuse of power by diffusing power are more beneficial or harmful, with supporting evidence.

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

- American Democracy
- Articles of Confederation
- Bill of Rights
- Constitution
- Constitutional Government
- Democracy
- Federalism

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> <i>Shh! We're writing the Constitution</i> (Jean Fritz) <i>We the Kids: A Preamble to the Constitution of the United States</i> (David Catrow) Teaching the Constitution Resources What is Federalism? Slavery and the U.S. Constitution (Amistad) Bill of Rights-ReadWorks Important Historical Documents of the United States-ReadWorks The Articles of Confederation-ReadWorks
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 4: Economic Development in New Jersey and the U.S.

Overview

During Unit 4, students will be introduced to the economic development in both New Jersey and the United States. Students will learn how land and resources change over time and impact on the environment.

Essential Questions

- How has the use of land and resources changed over time, and what has the impact been on the environment?
- How can I use information from maps, globes and other sources of information to understand the past and to make better decisions about the present?
- How do people in different places and times make decisions about how to utilize their resources?
- How does human interaction impact the environment in NJ and the U.S.?
- How can we balance the need for economic growth and the preservation of a healthy environment?

Enduring Understandings

- Availability of natural resources affects economic outcomes.
- Economic opportunities are related to the availability of resources and technology.
- New Jersey is rich in natural resources (rivers, water power)
- The geography of New Jersey facilitated the onset of the Industrial Revolution in the United States, and encouraged transportation and trade between ports and urban centers.
- New Jersey has often played an important role in the technical innovations that have fostered economic change.
- New Jersey is part of a global economic system, which is reflected in the international nature of the products we buy.
- Advancements in science and technology can have unintended consequences.
- Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products.
- New Jersey's population density and major cities provide economic, environmental, and human challenges for urban planners and state and local governments.

Unit 4 Economic Development in New Jersey and the U.S.

Content Standards

6.1.5.GeoPP.2: 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.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Unit 4 Economic Development in New Jersey and the U.S.

Content Standards

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.4: 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.

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

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Core Ideas

Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.

Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.

Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.

Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

Student Learning Objectives

- Students will...
- Explain how the use of land and resources has changed over time.
 - Describe how the availability of resources affects economic outcomes.
 - Describe the impact of land and resources on the environment.
 - Describe how human interaction has impacted the environment in New Jersey and the United States.
 - Identify how New Jersey is rich in natural resources.
 - Explain how advancements in science and technology can have unintended consequences.
 - Describe how creativity and innovations have led to improvements in lifestyle.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support

<ul style="list-style-type: none"> • Distribute study guide for classroom tests. • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<ul style="list-style-type: none"> • Use graphic organizers, visuals, manipulatives and other concrete materials • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience 	<ul style="list-style-type: none"> • Increase one on one time
Gifted and Talented Students		504 Plan
<ul style="list-style-type: none"> • Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections		Computer Science and Design Thinking
<p>ELA Standards</p> <ul style="list-style-type: none"> • RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> 22. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 23. <input type="checkbox"/> Collaborating Around Computing and Design 24. <input type="checkbox"/> Recognizing and Defining Computational Problems 25. <input type="checkbox"/> Developing and Using Abstractions 	

pages) and explain how the information contributes to an understanding of the text in which it appears.

- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

- 26. Creating Computational Artifacts
- 27. Testing and Refining Computational Artifacts
- 28. Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

- 9.2.5.CAP.2: Identify how you might like to earn an income.

9.4 Life Literacies and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change

- 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessment:</p>

- Students write several diary entries as if they were present at Alexander Hamilton’s lunch by the Paterson Falls, discussing how the Falls inspired a vision of New Jersey as a future economic and industrial power, and also as a witness to the changes that take place. The diary entries should be as a young person who is present with Hamilton as he supposedly lunches near the Falls, and as the person ages and sees the transformation of the area.
- Students should present the history of an innovative device, such as music players from Edison’s phonograph to the iPod and MP3 players, and create an annotated timeline with graphics, with special references to the contributions of New Jersey. The summary should address the question of innovation and economic change, and the changes in specific industries, in this case, the music industry. This timeline, with the graphics, should then be presented to the class to develop public speaking skills.
- Students research the purchase of an imported car, and trace on a map the origin of the parts, the assembly of the car, and the transportation of the car to New Jersey through the ports, to the dealer, and finally to their driveway. The presentation should then be presented to the class.
- Students should develop and present a plan to enhance the living conditions in New Jersey cities, including making them more “green”. The plan should include a description of what levels of government would participate in approving the plan.

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:

- Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy)
- Exit tickets, rotational activities (stations), quizzes, and small group activities
- Classwork, homework, group work (formative assessment)
- Pre-Assessment, teacher’s observation, class discussion, and journal

- Igor’s Shopping Trip: We all know that Dr. Frankenstein is always in the market for a brain. If you are Igor, his assistant, finding quality brains in modern New Jersey can be a very time consuming task. Help Igor by mapping out the places where he is most likely to find quality brains in New Jersey. Our state has many of these places. Find research labs, colleges and universities, and major corporate campuses where they conduct research and development. Locate the state’s fine and performing arts centers. If you find a small start-up company that has made the news for a great new idea, include that. The more quality brains you find in a town or city, the bigger the circle that you draw should be. When you are finished, you should have a bubble map of New Jersey with circles of varying sizes. Make sure you include a key explaining the size of each bubble. Present your map to the class (you can talk like Igor, if you like), explaining what each circle represents. Can you connect the dots? Do they make a pattern? Explain to the class what this says about the geography and economy of modern New Jersey. How do many people make their living today? How is Grade Four Social Studies different from the past? And finally, is New Jersey a good place for Igor to go shopping? Why?

Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary

- Advancements
- Climate Change
- Economic Outcomes
- Environment
- Human Interaction

- Natural resources
- Preservation
- Technology

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> • <i>Boon Town</i> (Levitin, 1998) • <i>The Amazing, Impossible Erie Canal</i> (Harness, 1995) • <i>The Bobbin Girl</i> (McCully, 1996) • <i>Letting Swift River Run</i> (Yolen, 1992) • Students Fighting Climate Change (Climate Change) • Climate Literacy (Climate Change) • New Jersey Natural Resources • New Jersey State Natural Resources • Native American Uses for Plants and Natural Resources (Diversity, Equity and Inclusion) • A Ton of Trash-ReadWorks (Climate Change)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 5: Forging a New Version of Freedom and Liberty

Overview

During Unit 5, students will be introduced to the idea of forging a new version of freedom and liberty. Students will learn about human rights, human dignity, and diverse cultures. Students will also learn about stereotyping and prejudice, discrimination, and the 14th Amendment.

Essential Questions

- How have events of the past shaped the present?
- How do (can) governments promote the dignity and rights of all people?
- How have individuals or groups taken actions to promote the dignity and rights of people?
- How did the decisions of individuals and groups influence the creation of New Jersey and the United States?
- Why do people from diverse cultures have different perspectives?
- Why might people from diverse cultures experience conflict?
- How can people from diverse cultures cooperate and coexist?
- How does understanding multiple perspectives help us to make more informed decisions?
- How have stereotyping and prejudice have led to conflict in the past and present?

Enduring Understandings

- All humans have rights, including life, liberty, and property.
- Ideas of fairness or justice underlie our entire system of government.
- Examining examples of justice and injustices in the past helps us to better understand and respond to issues of fairness today.
- Supporting human dignity sometimes involves making difficult ethical decisions.
- The harsh conditions of slavery in America created political and moral crises that led to the Civil War.
- New Jersey's location and physical geography made it a transit point for the Underground Railroad.
- Discrimination on the basis of religion, race, or ethnicity has been a continuing problem in American society.
- The federal government and state governments have acted to eliminate discrimination starting with the 14th Amendment, which requires due process and equal protection for all.

Unit 5 Forging a New Version of Freedom and Liberty

Content Standards

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Unit 5 Forging a New Version of Freedom and Liberty

Content Standards

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Core Ideas

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Historical records are shaped by the society that the creator lived in.

Student Learning Objectives

Students will...

- Describe how the events of the past shaped the present.
- Describe how people from diverse cultures have different perspectives.
- Explain how supporting human dignity sometimes involves making difficult ethical decisions.
- Explain how understanding multiple perspectives helps us to make more informed decisions.
- Explain how stereotyping and prejudice have led to conflict in the past and present.
- Describe human rights including life, liberty and property.

Integrated Accommodations and Modifications

Special Education Students

English Language Learners

At Risk

<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student's IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time
<p>Gifted and Talented Students</p>	<p>504 Plan</p>	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest Gear assignments to development in areas of affect, creativity, cognition, and research skills Allow for a variety in types of resources Provide problem-based assignments with planned scope and sequence Utilize inquiry-based instruction 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Break long assignments into smaller parts Assist student in setting short term goals 	

<ul style="list-style-type: none"> ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
<p>Interdisciplinary Connections</p>	<p>Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. ● RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. ● RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ● RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ● SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ● SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). 	<p>Computer Science and Design Thinking Practices</p> <ul style="list-style-type: none"> 29. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 30. <input type="checkbox"/> Collaborating Around Computing and Design 31. <input type="checkbox"/> Recognizing and Defining Computational Problems 32. <input type="checkbox"/> Developing and Using Abstractions 33. <input type="checkbox"/> Creating Computational Artifacts 34. <input type="checkbox"/> Testing and Refining Computational Artifacts 35. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. ● 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Career Readiness, Life Literacies and Key Skills	

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards**9.1 Personal Financial Literacy**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.

9.4 Life Literacies and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change
Addressed in Unit 4
SEL Competencies
<ul style="list-style-type: none"> ● Self - Awareness ● Self - Management ● Social Awareness ● Responsible Decision Making ● Relationship Skills <p>https://www.nj.gov/education/safety/wellness/selearning/index.shtml</p>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Students will compare episodes from history of U.S. such as slavery, treatment of Native Americans, and limited rights for women. <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Students pretend that they are confronted with hungry, desperate travelers on the Underground Railroad in antebellum New Jersey, and must decide between helping these people and risking their freedom and their homes, or obeying the law and turning the former slaves in to the authorities. ● Write a short essay and/or prepare an oral presentation comparing and contrasting the stories in three or more books to explain how prejudice can hurt people; analyze why some people (groups and nations) act like bullies and others act with kindness and caring, and identify different types of resistance. <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>

Targeted Academic Vocabulary
<ul style="list-style-type: none"> ● Culture ● Dignity ● Discrimination ● Injustice ● Justice ● Perspectives ● Prejudice ● Slavery ● Stereotyping

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> ● See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> ● Grade 4 (Civics) Center for Civics Organization: We the People: The Citizen & the Constitution, Level 1 <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> ● <i>Emma’s Escape: A Story of America’s Underground Railroad</i> (Smithsonian institution, 2003) ● <i>A Good Night for Freedom</i> (Morrow, 2004) ● <i>Follow the Drinking Gourd</i> (Winter, 1988) ● <i>The Butterfly</i> (Polacco, 2000) ● <i>The Gold Cadillac</i> (Taylor, 2001) ● <i>Through My Eyes</i> (Ruby Bridges) ● <i>The Hundred Dresses</i> (Estes, 1944) ● <i>Pink and Say</i> (Polacco, 1994) ● Caring Makes a Difference (Holocaust & SEL) ● Taking a Stand (Amistad) ● The March on Washington: Fair or Unfair (Amistad) ● Sojourner Truth (Amistad & Diversity, Equity and Inclusion) ● The Road to Women’s Rights (Diversity, Equity and Inclusion)

Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Appendix A: **Instructional Best Practices and Exemplars**

Appendix A: Instructional Best Practices and Exemplars: Unit 1

Appendix A: Instructional Best Practices and Exemplars: Unit 2

Appendix A: Instructional Best Practices and Exemplars: Unit 3

Appendix A: Instructional Best Practices and Exemplars: Unit 4

Appendix B: Exemplars and Explanations

Appendix B: Instructional Exemplars and Explanations: Unit 1

Appendix B: Instructional Exemplars and Explanations: Unit 2

Appendix B: Instructional Exemplars and Explanations: Unit 3

Appendix B: Instructional Exemplars and Explanations: Unit 4

Appendix C:
**<subject> Classroom Philosophy, Schedule, Structure, and
Expectations**