

Grade 4 Social Studies Curricular Framework

UNIT 1: New Jersey Today: Geography, People, Economy

Focus Standards:

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Unit Pacing: September-November

Overview: This unit focuses on helping students understand the following:

- Comparing and contrasting maps and the importance of maps
- How climate and overall geographic location influence where and how people work and live (focusing on New Jersey and the United States)
- How humans impact the environment (New Jersey and the United States)
- How natural resources are used and distributed
- Different cultures in major cities in NJ, the US, and the world and how geographic tools can help deepen knowledge about those cultures
- Needs vs. wants

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- Incentives for different producers and consumers
- Supply and demand
- Specialization in production and exchange of goods and services
- The connection between households, businesses, laborers and government
- Different regions of New Jersey

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
<p>NJLSA.R1</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>NJLSA.R2</p> <ul style="list-style-type: none"> • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <p>NJLSA.R5</p> <ul style="list-style-type: none"> • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <p>NJLSA.R7</p> <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>NJLSA.R10</p> <ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. <p>L.4.1/RI.4.1</p> <ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read 	<ul style="list-style-type: none"> • Teacher observations • Journals • Class discussions • Group Projects • Make an atlas • Create a political map of a region or area (NJ). Use longitude and latitude to describe the locations of specific places within that area. Use a map scale to show distance. • Design the layout of a park using all the geography skills taught within this unit. • Create a presentation outlining and describing how time zones work. • Open ended questions based on the essential questions. • Tests and quizzes

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- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions

RL.4.2/RI.4.2

- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details

W.4.6

- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting

W.4.7

- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing

21st Century Skills: Career Ready Practice Standards:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

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- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11:** Use technology to enhance productivity.
- CRP12:** Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- There are various types of maps that give different information.
- Why are maps important?
- Where people work and what type of jobs they have can depend on where they live.
- The actions of people have an impact on the environment.
- What are natural resources and how are they used/distributed?
- Producers and consumers are both important to the economy.
- New Jersey has different regions.

RESOURCES

Social Studies: New Jersey, Scott Foresman, 2004

<https://www.nationalgeographic.org/education/map-skills-elementary-students/>
<https://www.weareteachers.com/fun-geography-lessons/>
<https://www.education.com/activity/geography/>

Primary Sources

- [Political Map](#)
- [Physical Map](#)

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

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

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

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*Key vocabulary may include but are not limited to:
producers, consumers, economy, region, natural resources*

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 4-5* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers 	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <p style="text-align: center;">Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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	<ul style="list-style-type: none"> • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers</p>
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Use of Collaboration of Various Activities

Work Alone/Together

STANDARDS

6.1.4.B Geography, People, and the Environment

Content Statements

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- The physical environment can both accommodate and be endangered by human activities.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

Indicators

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.1.4.C Economics, Innovation, and Technology

Content Statements

- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

Indicators

- 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities. 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.

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- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Compare and contrast different regions in New Jersey and show their geographic and historic influences.
- Research and present New Jersey's major resources and the way they affect life in New Jersey.
- Research and present New Jersey's major exports and describe the way they affect the economy.
- Identify and explain the historical significance of New Jersey's state symbols.
- Identify and explain why important buildings, statues, monuments, and place names are associated with New Jersey's history.
- Read and interpret geographic information given on maps.
- Locate and describe hemispheres, continents, countries and oceans.
- Describe the relative location of the United States.
- Use latitude and longitude to describe absolute location.
- Use maps to determine time zones.
- Use maps to measure distance.

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UNIT 2: New Jersey: Early People, Exploration, Colonization

Focus Standards:

- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Pacing: November-January

Overview: This unit focuses on helping students understand the following:

- Why it is important to study the early people of New Jersey
- How the land of New Jersey shaped the lives of the Lenni Lenape
- How culture shapes aspects of peoples' lives such as where they live, the work they do, the clothes they wear, what they believe in and how they behave around others
- Why it is important to understand the perspectives of other cultures in an interconnected world
- How experiences and events may be interpreted differently by people with different cultural or individual perspectives

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from

ASSESSMENTS

- Teacher observations
- Journals
- Class discussions
- Group Projects

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the text.

NJSLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.4.1/RI.4.1

- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions

RL.4.2/RI.4.2

- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text

- Quiz on Lenni Lenape

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- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details

W.4.6

- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting

W.4.7

- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing

21st Century Skills: Career Ready Practice Standards:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- People who lived before us shaped our lives.
- The Lenni Lenape's rich culture was well adapted to available resources.
- European settlers and Lenni Lenape faced conflicts as their cultures collided.
- Lenni Lenape contributions can be seen throughout New Jersey today.
- European and Delaware cultures had different ideas about land and material goods. These differences sometimes led to conflicts.

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- The Walking Purchase changed the way the Lenni Lenape dealt with Europeans in the future.
- Understanding different cultures is important

RESOURCES

Social Studies: New Jersey, Scott Foresman, 2004

- *The Lenape*
- [For the Teacher-Lenape](#)
- [Lenape Life Question Sheet](#)
- [A Lenape Creation Story](#)
- [Lenape Creation Story Question Sheet](#)

Primary Sources

- [Our Tribal History](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

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

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

*Key vocabulary may include but are not limited to:
native, Indian, culture, community, exploration, settlers, conflict*

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 4-5* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker 	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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	<ul style="list-style-type: none"> • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
At Risk Learners / Differentiation Strategies		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>

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STANDARDS

6.1.4.B Geography, People, and the Environment

Content Statements

- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.

Indicators

- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.D History, Culture, and Perspectives

Content Statements

- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

Indicators

- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other 13 held by their cultures, and their individual points of view. cultures in an interconnected world

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WHAT IT LOOKS LIKE IN THE CLASSROOM

- Locate the Delaware River Valley on a map.
- Examine Lenni Lenape culture.
- Utilize research skills to create individual and group presentations.
- Describe the food, clothing, transportation, and homes of the Lenni Lenape Indians.
- Conduct research about how the Native Americans lived.
- Relate the history of Indian departure.
- Describe the Lenni Lenape community structure.
- Explain roles of individuals in the Lenni Lenape community.
- Employ map skills to illustrate physical characteristics of the Delaware River Valley.
- Compare and contrast the life of Lenni Lenape before European arrival and after.
- Analyze similarities and differences of the farming methods of the European settlers and the Delaware.
- Explain the roles of key individuals during the period of European colonization of New Jersey.
- Create a timeline of important dates in the settlement of New Jersey.
- Write a journal entry from a European's point of view about seeing New Jersey for the first time.
- Write a journal entry from a Lenni Lenape's point of view about a typical day in the village.
- Summarize the causes/effects of the division between East & West New Jersey.
- Differentiate who controlled the different parts of New Jersey and why they eventually surrendered.
- Compare and contrast characteristics of regions in the United States based on economics.
- Compare and contrast characteristics of regions in the United States based on culture.
- Explain why some locations in New Jersey and the United States are more suited for settlement than others.

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UNIT 3: American Revolution

Focus Standards:

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Unit Pacing: January-April

Overview: This unit focuses on helping students understand the following:

- How laws, created at different levels, protect the rights of people and promote the common good
- The Bill of Rights and U.S. Constitution and the fundamental rights that these documents guarantee
- The organization of the United States government
- The roles and responsibilities of the three branches of government
- The roles of elected officials at all levels of government in the United States

Grade 4 Social Studies Curricular Framework

- Civic responsibilities of U.S. citizens at the community, state, and national levels
- The roles of national and state governments
- The key events that led to the creation of the United State of America and New Jersey
- Relate important historical documents to current government
- The civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government
- New Jersey’s role in the American Revolution
- How folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS	ASSESSMENTS
<p>NJLSA.R1</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>NJLSA.R2</p> <ul style="list-style-type: none"> • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <p>NJLSA.R5</p> <ul style="list-style-type: none"> • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <p>NJLSA.R7</p> <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>NJLSA.R10</p> <ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 	<ul style="list-style-type: none"> • Teacher observations • Journals • Class discussions • Group Projects • Assessment 6.1.4.A.11, 6.1.4.A.16 • Propose a new amendment to the Constitution and provide the reasons for it. • Debate the validity of a specific bill becoming a law. • Research and then create a presentation where you will: -Identify a problem; and a bill or law that attempts to solve it -Explain one way the bill or law attempts to solve the problem -Provide reasons for whether you agree or disagree with the bill or law by explaining how the law or policy promotes a right or democratic ideal with one or more supporting details. • Research and write about how checks and balances benefit our government; relate checks and balances to any other part of your life or in society and describe any connection you may see. • Write about which amendment in the Constitution you feel is the most important and why. • Open-ended Questions based on essential questions • Tests and Quizzes

Grade 4 Social Studies Curricular Framework

L.4.1/RI.4.1

- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions

RL.4.2/RI.4.2

- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details

W.4.6

- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting

W.4.7

- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing

Century Skills: Career Ready Practice Standards:

CRP2: Apply appropriate academic and technical skills.

Grade 4 Social Studies Curricular Framework

- CRP4:** Communicate clearly and effectively and with reason.
- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11:** Use technology to enhance productivity.

ENDURING UNDERSTANDINGS

- Our government has a unique design to achieve various purposes.
- There are different branches of government with specific jobs.
- Our country and state have a history that led to their creations.
- There are many important historical figures who played significant roles in the development of our country and state.

RESOURCES

Social Studies: New Jersey, Scott Foresman, 2004

- Read Aloud: Lady Liberty: A Biography by Doreen Rappaport
- Read Aloud: Shh! We're Writing the Constitution by Jean Fritz
- Read Aloud: How the U.S. Government Works by Sly Sobel
- Read Aloud: Noah Webster: Weaver of Words by Pegi Deitz Shae
- Read Aloud: A More Perfect Union: The Story of Our Constitution by Betsy Maestro

Historical Fiction

- George Washington's Socks by Elvira Woodruff
- The Fighting Ground by Avi

Primary Sources

- [Constitution](#)
- [Bill of Rights](#)

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

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

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Grade 4 Social Studies Curricular Framework

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

KEY VOCABULARY

Key vocabulary may include but are not limited to:

Bill of Rights, United States Constitution, Executive Branch, Legislative Branch, Judicial Branch, folklore, civic responsibilities

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 4-5* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p>	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure</p>	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts

Grade 4 Social Studies Curricular Framework

<ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<p>to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;">Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> ● Complete fewer or different homework problems than peers 	<ul style="list-style-type: none"> ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <hr/> <p style="text-align: center;">Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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Grade 4 Social Studies Curricular Framework

	<ul style="list-style-type: none"> • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

STANDARDS

6.1.4.A Civics, Government, and Human Rights

Content Statements	Indicators
<ul style="list-style-type: none"> • Rules and laws are developed to protect people's rights and the security and welfare of society. • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • The United States democratic system requires active participation of its citizens. 	<ul style="list-style-type: none"> • 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. • 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. • 6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

Grade 4 Social Studies Curricular Framework

<ul style="list-style-type: none"> In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. 	<ul style="list-style-type: none"> 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government. 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government. 6.1.4.A.6 Explain how national and state governments share power in the federal system of government. 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.D History, Culture, and Perspectives	
Content Statements	Indicators
<ul style="list-style-type: none"> Key historical events, documents, and individuals led to the development of our nation. The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage 	<ul style="list-style-type: none"> 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey. 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution. 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Grade 4 Social Studies Curricular Framework

WHAT IT LOOKS LIKE IN THE CLASSROOM

- SW read the story of Janusz Korczak and his children and stop and jot discussion questions as they read. Students will class discussion highlighting what type of person Korczak is and how he must have felt. SW then complete response questions based on the story.
<https://www.teacherspayteachers.com/Product/A-Hero-and-the-Holocaust-the-story-of-Janusz-Korczak-and-his-children-3115825>
- Analyze historical symbols, monuments, songs, and holidays that represent important ideas, people, and events in United States history.
- Understand how and why Americans honor and remember the nation's past.
- Understand the rights and responsibilities of United States citizenship.
- Identify the contributions of important leaders in the United States government.
- Describe the three branches of the state and federal governments and about how the United States Constitution defines and checks the power of the government.
- Understand how fundamental rights are guaranteed by the United States Constitution and the Bill of Rights.

Grade 4 Social Studies Curricular Framework

UNIT 4: American Government

Focus Standards:

6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship

6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.

6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Unit Pacing: April-June

Overview: This unit focuses on helping students understand the following:

- Who were the prominent figures in New Jersey's creation?
- What actions and perspectives created conflict and eventually decision for New Jersey to enter the American Revolution?
- What was New Jersey's role in and impact on the American Revolution?
- How were laws developed and revised to reflect the beliefs and values of New Jersey's citizens?
- How are New Jerseyans rights and responsibilities ensured and protected by the New Jersey Constitution?
- How does New Jersey's folklore and both historical and fictional characters contribute to its heritage?

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Theatrical biographies incorporating the following standards:

VPA.1.1.5.C.1

- Evaluate the characteristics of a well-made play in a variety of scripts and performances.

ASSESSMENTS

- Teacher observations
- Journals
- Class discussions
- Written/Theatrical biographies

Grade 4 Social Studies Curricular Framework

VPA.1.1.5.C.2

- Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.3.5.C.1

- Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.4.1/RI.4.1

- Group Projects

Grade 4 Social Studies Curricular Framework

- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions

RL.4.2/RI.4.2

- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details

W.4.6

- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting

W.4.7

- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing

NJLSA.R1

Grade 4 Social Studies Curricular Framework

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

21st Century Skills: Career Ready Practice Standards:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

ENDURING UNDERSTANDINGS

- New Jersey has a strong historical background based on both factual events and folklore.
- The rights and responsibilities of New Jerseyans are outlined and protected by the New Jersey Constitution.
- Differing perspectives can often create conflict that sometimes leads to war.
- A democratic government led by the people sets the standards for how laws are developed and how revisions can reflect the changing values and beliefs of citizens.
- New Jersey and its historical figures played an important part in the American Revolution.

RESOURCES

Social Studies: New Jersey, Scott Foresman, 2004

- [Teachers' Guide to New Jersey History from nj.gov](#)
- [Materials for Teachers from nj.gov](#)
- [NJ History and Government lessons and materials from the Rutgers New Jersey Center for Civic Education](#)
- <https://www.thirteen.org/wnet/slavery/teachers/lessons.html>
- <https://njmonthly.com/articles/just-for-the-web/8-little-known-moments-nj-revolutionary-history/>

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

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

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the

Grade 4 Social Studies Curricular Framework

- Read Aloud: [What Color is My World?: The Lost History of African-American Inventors](#) by Kareem Abdul-Jabbar & Raymond Obstfeld

Primary Sources

- [Constitution](#)
- [Bill of Rights](#)
- [Declaration of Independence](#)
- [Mayflower Compact](#)

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

Key vocabulary may include but are not limited to:
citizen, Constitution, patriot, militia, resistance, representation, taxation, protest, Loyalist

Grade 4 Social Studies Curricular Framework

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 4-5* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

Grade 4 Social Studies Curricular Framework

	<p>for him/her</p> <ul style="list-style-type: none"> • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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Grade 4 Social Studies Curricular Framework

STANDARDS

6.1.4.C Economics, Innovation, and Technology

Content Statements

- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services

Indicators

- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

6.1.4.D History, Culture, and Perspectives

Content Statements

- Key historical events, documents, and individuals led to the development of our nation.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

Indicators

- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.7 Explain the role Governor William Livingston played in the development 12 of New Jersey government.
- 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Write a newspaper article detailing events in New Jersey leading to or involved in the American Revolution.

Grade 4 Social Studies Curricular Framework

- Write an essay explaining why the American colonists wrote the Declaration of Independence.
- Describe the roles New Jersey Loyalists and Patriots played in the American Revolution.
- Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and describe how they impact our present day lives.
- Create a timeline of key events leading to the creation of the United States and the state of New Jersey.
- Create a written or theatrical biography of George Washington, Thomas Jefferson, Benjamin Franklin, or Governor William Livingston to describe their civic leadership qualities and historical contributions.
- Detail the geographic history of slavery in the United States, and recognize that slavery was present in the North as well as the South for much of American history prior to the Civil War.
- Explain what drove some Northern slaves to run away from their owners, as well as why slave owners were reluctant to let their slaves run away, and how they prevented it.
- Describe how and why black soldiers fought in the American Revolution, including the role of Colonel Tye.
- Describe how "choosing sides" in the American Revolution is difficult when considering multiple perspectives and points of view.
- Describe the conditions and situations faced by runaway slaves throughout the history of American slavery.
- Write creatively from different historical perspectives, including slave, runaway slave, slave owner, and British soldier.