

# SS Unit 1: Your Community and You (Grade 4)

Content Area: **Social Studies**  
Course(s): **Social Studies 4**  
Time Period: **Marking Period 1**  
Length: **2 weeks**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
SOC.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.
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.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).
SOC.6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions

SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How are our families an important part of local history?
- How do communities begin and grow?
- What is a historical source and how do historical sources help us learn about the past?
- What is local history and why do we need to preserve it?
- What is the difference between history and geography?
- Why is learning about the past important?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- A historical source is something or someone who tells about the past.
- All families have contributed to local communities in some way.
- Communities begin and grow near transportation, because of the jobs they offer, because of the goods and services available, or near beautiful places.
- History tells what happened in the past; geography is the study of the earth and how people use it.
- Learning about the past helps us to understand the way things are today.
- Local history is the history of a community.

## Content

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**Students will be able to:**

- Understand the difference between history and geography.
- Identify reasons that studying the past is important.
- Explain why communities begin and grow.
- Cite examples of historical sources and historical documents.

- Use oral history and other forms of research to create a family tree using their family genealogy.
- Find and research a family artifact.
- Identify important places within the Sea Girt community that are worthy of preserving.

## **Resources**

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- NJ Textbook
- Sample artifacts
- Sample historical sources
- Sample family tree
- ActivBoard Flipcharts
- NJ workbook pages 4-6