

Grade 4 Unit 1: The United States - European Migration, American Constitutional Government

Content Area: **Social Studies**
Course(s): **Social Studies Grade 4**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS - Social Studies

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| SOC.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. |
| SOC.6.1.5.CivicsDP.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). |
| SOC.6.1.5.CivicsPR.1 | Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. |

Rationale & Transfer Goals

This unit will focus on gaining a deeper understanding of the United States. Students will learn about the geography of the United States and why it was attractive to European Settlers. Students will learn why and how Europeans migrated to and settled in the United States and the conflicts that it caused with Native Americans. Students will learn the founders' basic ideas about government and how these American values are reflected in the Constitution and Bill of Rights. Students will also learn about American monuments and symbols that represent America's values and cultural diversity.

Enduring Understandings

- The founders of the United States believed that human beings had certain natural rights (life, liberty, property) and laws and rules needed to be created in order to protect these rights.
- In a democracy people elect individuals to represent their views.
- A constitutional government follows rules and laws.

Essential Questions

- What is a democracy?
- What is a constitution?

- What are the basic rights and responsibilities of American citizens?

Content - What students will know

- What is separation of power?
- How do checks and balances and separation of power function to prevent abuse of authority?
- What are the major parts of the constitution?
- What is a democracy?

Skills - What students will be able to do

- Trace how American identity evolved over time.
- Define democracy.
- Analyze the major parts of the constitution.
- Define checks and balances.
- Describe the responsibilities of an American citizen in our democracy.

Instructional Activities - How we teach content and skills

- Read Alouds
- Shared Reading
- Role Play
- Small Group/Individual Projects

Evidence/Assessment - How we know students have learned

- Teacher Observation
- Student Participation
- Interactive Notebook
- Exit Tickets
- Projects
- Unit Assessments

Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activity |
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| Review Cub's Pride Expectations | Cub's Pride/School and Classroom Rules and Expectations | Cub's Pride Manual |
| Spanish Heritage Lessons in Art, Music, and Spanish classes | Spanish Heritage | Interdisciplinary activities through specials classes |
| Learning about Community Helpers (Fire Prevention) | Holiday Celebrations | Assemblies |
| Character Education With Social Worker | Fire Prevention/Community Helpers | Small Group Projects |
| Holiday Cook-Off with Classroom | Character Education | Read Aloud/Shared Reading |
| | Cook-Off | |

Key Resources

- Social Studies Alive
- Interactive Notebooks
- Other Print Resources (ie... Scholastic/Storyworks, National Geographic)
- Digital Resources: (ie...Brainpop, Learn 360, Discovery Education, Bookflix,)
- Technology Resources: (ie... Digital/Flip Cameras, Smart Boards, Laptops, iPods, Listening Centers, Computer Centers
- Second Step

21st Century Life & Careers

WRK.9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Career Readiness, Life Literacies, & Key Skills

TECH.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).

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| TECH.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). |
| TECH.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). |
| TECH.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). |
| TECH.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). |
| TECH.9.4.5.IML.6 | Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). |
| TECH.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). |

Interdisciplinary Connections

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| LA.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. |
| LA.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. |