

01 Unit 1: New Jersey

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **6 weeks/30 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 4

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the fourth grade students will focus on "Maps and Geographic Tools", "New Jersey", "Medieval Europe and Exploration", "the English Colonies."

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

CONTENT AREA STANDARDS

SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
SOC.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.
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
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.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.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
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.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- New Jersey is located on the eastern coast of the United States, its eastern border is the Atlantic Ocean, it is a part of the Mid-Atlantic Region, and shares borders with Pennsylvania (west) and New York (north).
- the people of New Jersey are interconnected with important places in history and today (i.e. New York City, Philadelphia, Washington D.C.) because of its location.
- New Jersey and the surrounding area make up approximately 40% of the population of the United States which makes it a great location to for other countries to establish trade, business, and/or other relationships.
- Education is very important and developed in New Jersey and the surrounding area making it a great location to for other countries to establish trade, business, and/or other relationships.
- the location of New Jersey has also impacted its relationship with other countries because of its close proximity to New York City and the Atlantic Ocean.
- New Jersey may be divided up into different regions (i.e. the Atlantic Coastal Plain, the Piedmont, the New England Upland, and the Appalachian Ridge and Valley Region).
- the Atlantic Coastal Plain is the largest region in area and covers the southern 3/5 of

New Jersey. It has rolling hills, is less than 100 feet above sea level, consists of pine forests and salt marshes and has fertile soil.

- the Piedmont lies northeast of the Atlantic Coastal Plain and includes New Jersey's major rivers (Hudson River, Passaic River, Ramapo River, Raritan River).
- West of the Piedmont is the New England Upland or the Highlands. It includes mountains with flat-topped ridges, as well as, many lakes.
- the Appalachian Ridge and Valley Region is a mountainous area with shale and limestone.
- each region is characterized by a different geography which impacts the economic opportunities that are available there (i.e. the Piedmont is perfect for industries because of its access to rivers, cattle and apple orchards thrive in the valleys of the Appalachian Ridge and Valley Region).
- each region in New Jersey is unique because of the regions geography (i.e. beaches in the Atlantic Coastal Plain encourage tourism, major cities developed in the Piedmont around the industry there).
- the four regions of New Jersey share commonalities (i.e. climate, population, diversity, culture).
- prominent figures living in New Jersey have contributed to society (i.e Christine Todd Whitman, Paul Robeson , Senator Frank Lautenberg, Jeannine LaRue).
- Christie Todd Whitman was the first women New Jersey Governor and has served as a role model for women and girls.
- Paul Robeson, born in 1898, was the third African American to attend Rutgers University. He graduated from law school and later became a singer and actor.
- Senator Frank Lautenberg was a New Jersey Senator that fought in WWII and pushed for the health and safety of his constituents.
- Jeannine LaRue is a politician that has served the public on policy, governmental, and political issues in the public and private sectors. (i.e. education and labor relations, mentor in the LGBTQ community).
- it is important to have contributions from various individuals from different backgrounds and perspectives because New Jersey and the United States is made up various people.
- humans activities (i.e. burning fossil fuels, deforestation, pollution) cause changes in the physical environment (i.e. poor air quality, undrinkable water, climate change). Describe how human activity and technological advances have impacted the environment.
- technology is the use of knowledge to invent new devices or tools in order to make people's lives easier.
- technological advances in New Jersey have changed the environment (i.e. industrial advances have led to pollution, deforestation leads to climate change).

Students will be able to:

Locate New Jersey and explain how its location impacts its relationship with the United States and other countries.

- locate New Jersey.
- explain how the location of New Jersey impacts its relationship with the United States.
- explain how the location of New Jersey impacts its relationship with other countries.

Compare different regions of New Jersey to explain what life is like there.

- identify different regions of New Jersey.
- describe the geography of each region.
- describe the different economic opportunities in each region.
- explain why there are different economic opportunities in each region.
- compare and contrast life in each region of New Jersey.

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

- identify key individuals from New Jersey's past and/or present (i.e Christine Todd Whitman, Paul Robeson, Senator Frank Lautenberg, Jeannine LaRue).
- describe and evaluate the contributions of various individuals from New Jersey.
- explain why it is important to have contributions from various individuals from different backgrounds and perspectives.

Describe how human activity and technological advances have impacted the environment.

- identify human activities that have impacted the physical environment on New Jersey and the United States.
- describe how the human activity impacted the physical environment.
- define technological advances.
- explain how technological advances in New Jersey have changed the environment.

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolios

- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

Where is New Jersey located and how does its location impact its relationship with the United States and foreign countries?

What is life like in the different regions of New Jersey?

How have people from New Jersey contributed to society?

How have the people of New Jersey impacted the environment?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

Where is New Jersey located and how does its location impact its relationship with the United

States and foreign countries?

What is life like in the different regions of New Jersey?

How have people from New Jersey contributed to society?

How have the people of New Jersey impacted the environment?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachinci.com - Social Studies Alive! Americas Past!

https://www.nj.gov/nj/about/history/short_history.html

Supplemental:

<https://visitnj.org/nj/history>

<https://nj.gov/labor/lpa/pub/regfocus-index.html>

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INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information reading and writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - population, representation

Visual and Performing Arts - debate, presentations

Science - geography, environment, NASA, agencies

DEI/AAPI/LGBTQ/Disabled: Presentations on prominent figures in NJ History (Unit 1: NJ History)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.