

# 1st Trimester: November

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

## Unit Overview

---

Students will continue to work on the branches of government, National vs. State Government, and be able to identify major cities in NJ.

## Essential Questions

---

What are the branches of government?

What are the roles and responsibilities of the State Government?

How does the State Government differ from the National Government?

What are the major cities in New Jersey?

Locate the major cities in New Jersey.

## Content

---

### Government:

- Branches of Government
- National Vs State Government
- Major cities in New Jersey

### Geography:

#### Map and Globe Skills

- locate the Southeast Region
- identify major landforms in the region
- identify major bodies of water in the region
- identify major states in the regions
- identify other characteristics of the region

## **Skills**

---

Reading (reading non-fiction text, identifying facts in a reading passage)

Speaking (students will demonstrate how to use a map in front of the class)

Research (use nonfiction resources to research regions and major cities) (watching video of the branches of the government)

Writing (Write research papers using non-fiction resources)

## **Assessments**

---

Four Square Regional Project (S)

County Information Brochure\*Send Home (F)

Classwork (F)

Branches of Government Poster(S)

## **Lessons/Learning Scenarios**

---

### **Geography:**

Map and Globe Skills

Lesson 1- Southeast Region: Land and water \* page 197, lesson 31

Lesson 2- Southeast Region: People and Places \* page 203, lesson 32

### **Government:**

Lesson 1- Introduction to the branches of the government

Lesson 2- The roles of the branches of government

## **Standards**

---

SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
SOC.K-4.6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
SOC.K-4.6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.K-4.6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
SOC.K-4.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.K-4.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
SOC.K-4.6.1.4.A.c	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.K-4.6.1.4.A.d	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
SOC.K-4.6.1.4.A.g	The United States democratic system requires active participation of its citizens.
SOC.K-4.6.1.4.A.h	Immigrants can become and obtain the rights of American citizens.
SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.K-4.6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
SOC.K-4.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.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.
SOC.K-4.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.K-4.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.K-4.6.1.4.B.b	Places are jointly characterized by their physical and human properties.
SOC.K-4.6.1.4.B.c	The physical environment can both accommodate and be endangered by human activities.
SOC.K-4.6.1.4.B.d	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
SOC.K-4.6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and

intangible cultural differences.

## **Resources**

---

Stratalogica

Map & Globe Skills Teacher's Guide, Lessons 31-32

Safari Montage