Unit 3 - A Growing State

Content Area: **Social Studies**
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NCS 4th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

The estbalishment of the colony led to the unrest with the British

The War of Independence led to the creation of the Declaration of Independence

The Constitution

Enduring Understanding

The American dream promotes the idea that anyone can achieve their goals with appropriate effort (6.1.4.A)

Our government was founded on the principles of fairness, equality and respect for diversity (6.1.4.A)

The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens (6.1.4.A)

The United States is a nation of immigrants (6.1.4.A)

The rise of the standard of living in the US is determined by a variety of factors ((6.1.4.C)

Essential Questions

What events are associated with the statehood of New Jersey and its symbols?

What are New Jersey’s government functions and office?

What steps did abolitionists take toward ending slavery?

What similarities existed between slavery and women's rights? What challenges did the victims share?

Skills

Explain how rules and laws protect the rights of people, help resolve conflicts and promote common good (6.1.4.A.1)

Describe how American values and beliefs contribute to the continuation and improvement of American democracy (equality of opportunity, fairness to all, equal rights, rights guaranteed by the US Constitution and Bill of Rights) (6.1.4.A.2)

Determine how "fairness", "equality" and the "common good" have influenced change at the local and national levels of government (6.1.4.A.3)

Describe the process by which immigrants become US citizens (6.1.4.A.13)

Apply opportunity cost to evaluate individuals' decisions (6.1.4.C.1)

Distinguish between needs and wants and explain how scarcity and choice influence decisions (6.1.4.C.2)

Describe the role among households, businesses, laborers and governments within the economic system (6.1.4.C.6)

Compare and contrast how access to and use of resources affects people across the world differently (6.1.4.C.9)

Evaluate the impact of ideas, inventions and other contributions of prominent figures that lived in NJ (6.1.4.C.12)

Compare different regions of NJ to determine the role geography, natural resources, climate, transportation, technology and the labor force have played in economic opportunities (6.1.4.C.14)

Describe the population shift from the farm to the city in NJ

Describe the development of transportation and communication networks in NJ and the US, and they influenced the economy (6.1.4.C.15, 6.1.4.C.18)

Explain the creativity and innovation resulted in scientific achievement and inventions (Thomas Edison) (6.1.4.C.16)

Discuss factors involved in the development of cities in NJ (science & technology) (6.1.4.C.17)

Discuss the reasons why groups, voluntarily and involuntarily, immigrated to America and NJ, and describe the problems they encountered (6.1.4.D.2)

Understand how immigration enriches our country and add to its diversity (6.1.4.D.3)

Explain the impact of trans-Atlantic slavery on NJ, the nation and individuals (6.1.4.D.9)

Determine how local and state communities have changed over time, and explain reasons for change (6.1.4.D.11)

Discuss how families expressed and transmitted their beliefs and values through oral tradition, literature, songs and celebrations (6.1.4.D.15)

Discuss how stereotyping can affect one's self image and relationships (6.1.4.D.16)

Evaluate the importance of traditions, values and belief, which form a common American heritage in an increasingly diverse American society (6.1.4.D.17)

Explain the significance of symbols of American values and beliefs (6.1.4.D.18)

Explain how an individual's beliefs, values and traditions may reflect more than one culture (6.1.4.D.19)

Explain why it is important to understand diverse people, ideas and cultures in America (6.1.4.D.20)

Explain what makes a good rule or law (6.3.4.A.1)

Select a local issue and develop a group action plan to inform school and/or community members about the issue (6.3.4.A.3)

Learning Targets include but not limited to:

Rules and laws are developed to protect people's rights adn the securit 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

Immigrants can become and obtain the rights of American citizens

People make decisions based on their needs, wants and the availability of resources

Interaction among various institutions in the local, national and global economies influence policymaking and societal outcomes

Availabilty of resources affect economic outcomes

Creativity and innovation affect and have led to the improvement of lifestyle, access to information, and the creation of new products and services

Economic opportunities in NJ and other states are related to the availability or resources and technology

Immigrants come to NJ and the US for a variety of reasons and have a major impact on the state and 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

Cultures struggle to maintain traditions in a changing society

Prejudice and discrimination can be obstacles to understanding other cultures

Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history

The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns

People view and interpret events differently because of the times in which they live, the experiences they have had and the perspectives held by their cultures, and their individual points of view

Performance Tasks include but not limited to:

Write a speech from the point of view of an abolotionist of the 1800s nad tell why slavery should be abolished

Create Underground Railroad quily, using codes found in webquest

Write from the point of view of someone traveling on or helping people along the Underground Railroad to create several diary entries that describe activities

Develop a plan to change something in their community that they believe is a problem

Work in a group to produce a historical newspaper that includes articles about unit topics

Standards

Include but not limited to:

SOC.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.
SOC.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.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.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.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.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.6.1.4.A.13	Describe the process by which immigrants become United States citizens.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United

	States.
SOC.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.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.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.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.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.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Assessments

Performance Tasks

Chapter & Unit Quizzes & Tests

Exit Cards

Student Participation

Teacher Observation

Worksheets & Workbook Pages

Think About It Questions

Resources/Instructional Materials

www.studiesweekly.com

www.mhschool.com

student practice workbook

art materials

television

computers

BrainPop

McGraw-Hill student text

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.