Unit 4 - New Jersey Comes of Age

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NCS 4th grade Social Studies Curriculum

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Big Idea

Civics

The future of New Jersey

Enduring Understanding

Natural resources, hard work, and innovation have shaped America, more specifically NJ (6.1.4.C)

Regulation of business works better in a democracy than a dictatorship (6.1.4.C)

Transportation developments provided NJ with better economic opportunities (6.1.4.C)

Individual and group efforts have shaped the civil rights struggle in America (6.1.4.D)

Many cultural traditions and heritages contribute to our state's and nation's diversity (6.1.4.D)

Citizens can influence government in many ways if they choose to participate (6.1.4.A)

Government can change based on the needs of people, their society and culture (6.1.4.A)

Citizenship is a lifelong endeavor (6.1.4.A)

It is the responsibility of citizens to actively participate in government; otherwise the country is run by a few for a few (6.1.4.A)

Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens (6.1.4.A)

The Earth is a global community where the actions of one country can affect lives in other countries (6.1.4.B, 6.1.4.D)

Supply and demand is a basic economic principle in a capitalistic society (6.1.4.C)

Tax dollars are used by local, state and national governments to provide goods and services (6.1.4.A)

Essential Questions

What changes in industry took place after the Civil War?

What were some inventors and inventions that were specific to New Jersey?

What transportation methods existed during Industrial Revolution and what impact did they have on New Jersey?

What role did New Jersey play in early immigration?

What impact did monopolies, trusts, and unions have on New Jersey and the nation?

Skills

Compare and contrast power and authority

Analyze the importance of voting; make connections to national and local elections (6.1.4.A.7)

Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (6.1.4.A.9)

Discuss how Martin Luther King Jr. and other civil rights leaders helped promote social change and inspired social activism in later generations (6.1.4.A.10)

Discuss ways an effective citizen can influence public policy, government and lives today (6.1.4.A.11)

Explain the process of creating change at the local, state and national level (6.1.4.A.12)

Identify situations in which people from diverse backgrounds worked together to solve common problems (6.1.4.A.15)

Describe the development of transportation and communication networks in NJ and the US, and analyze the impact that has had on current NJ traffic problems (6.1.4.B.5, 6.1.4.B.9, 6.1.4.C.15)

Describe the role that NJ is playing in preserving the environment (6.1.4.B.9)

Explain why incentives vary between and among producers and consumers (6.1.4.C.3)

Describe how supply and demand influences price and output of products (6.1.4.C.4)

Explain the role of specialization in the production and exchange of goods and services (6.1.4.C.5)

Discuss New Jersey's expanding economy after World War II; include the change from a manufacturing to a

service industry, and how NJ became part of the global economy (6.1.4.C.8)

Learning Targets include but not limited to:

In a representative democracy, individuals elect representatives to act on behalf of the people

The examination of individual experiences, historical narratives and events promotes an understanding of individual and community responses to the violation of fundamental rights

The United States democratic system requires active participation of its citizens

In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national and global challenges

The physical environment can both accommodate and be endangered by human activities

Advancements in science and technology can have unintended consequences that impact individuals and/or societies

Economics is the driving force for the occurrence of various events and phenomena in societies

Understanding of financial instruments and outcomes assist citizens in making sound decisions about money, savings, spending and investments

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

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

Cultures include traditions, popular beliefs and commonly held values, ideas and assumptions that are generally accepted by a particular group of people

American culture, based on specific traditions and values, had been influenced by the behaviors of different cultural groups living in the US

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

Performance Tasks include but not limited to:

Write a speech from the point of view of a person living in New Jersey in the late 1800s, telling why bosses should have less power

Write a letter to a friend as if he/she was living during World War I and describe how the war is affecting him/her

Write a newspaper editorial about the need to end segregation in New Jersey public schools after ratification of the 1947 state constitution

Create a history mural on poster board about one specific event or time period in New Jersey history

Research Ellis Island - choose an immigrant and present facts acquired

Standards

Include but not limited to:

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.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.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
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.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
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.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals’ lives.
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.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.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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.