

Fourth Grade Social Studies Curriculum

Unit 1: Discovering the Social Sciences (TCI)

Time: September

Essential Questions

- What do social scientists do?

Enduring Understandings

- I can define the social sciences as the study of how people live in groups.
- I can categorize social scientists as economists, geographers, political scientists, and economists.
- I can recognize that social scientists want to understand why people behave as they do by watching people, asking questions, and looking at written records and other artifacts.

Standards:

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.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States

6.1.4.C.4 Describe how supply and demand influence price and output of products

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

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individual's lives

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture

8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used

Relationship Skills: Utilized positive communication and social skills to interact effectively with others

Benchmark Assessment(s)

Students choose one of the following:

- SWBAT write a short story about a time when you earned money on your own. (Economist) 6.1.4.C.4; 6.1.4.C.5; 6.1.4.C.10
- SWBAT decide which state you might want to live in when you are an adult. Draw a map of the state and explain your reasons. (Geographer) 6.1.4.B.2
- SWBAT write a note to your principal in which you suggest an improvement to your school grounds. Explain why your opinion should matter. (Political Scientist) 6.1.4.B.5
- SWBAT create a timeline of your mother's, father's, or guardian's past. (Historian) 6.1.4.D.13

Other Assessments

- ✓ class participation
- ✓ peer discussion
- ✓ student SS notebook entries
- ✓ SS group work (teacher created rubric)

Materials

- TCI online teacher's manual
- Smartboard/Mimio
- Student Notebooks
- Student text (on SmartBoard or student copies)
- Student Interactive Notebook copies
- Handout A: Collecting Social Science Artifacts copies
- Handout B: Analyzing Artifacts copies
- Handout C: Sharing and Discussing Artifacts
- Vocabulary Cards (SS word wall)
- paper bags
- class trashcan with trash (suggested to place specific items in prior to lesson; not actual trash)
- newspaper (1 per class)
- crayons/colored pencils
- high-lighters
- index cards
- 12x18 construction paper for group posters

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SUGGESTED ACTIVITIES

- Day 1: Introduction – Read introduction as a class and discuss. Preview unit vocabulary. Partner or group students to define unit terms. Record in SS notebook
- Day 2: Read student text and discuss. In SS notebook, decorate an economist’s hat including words and symbols to explain what an economist does. Share with small group or class
- Day 3: Read student text and discuss. In SS notebook, decorate a geographer’s hat including words and symbols to explain what a geographer does. Share with small group or class
- Day 4: Read student text and discuss. In SS notebook, decorate a political scientist’s hat including words and symbols to explain what a political scientist does. Share with small group or class
- Day 5: Read student text and discuss. In SS notebook, decorate a historian’s hat including words and symbols to explain what a historian does. Share with small group or class
- Day 6: Group students heterogeneously by ability. Have students brainstorm questions each of the social scientists would ask to determine what an artifact was used for. Discuss as a class; keep copy in SS notebook as a resource.
- Day 7: Clues from Cahokia – Read and discuss as a class; high-light important information.
- Day 8/9: Archeologist activity – Students work in 4 groups. Teacher will give an “artifact” to each group. Group members will use predetermined question to try and figure out what the object is and what it may be used for. Rotate artifacts for each group until all students have seen each artifact. (maximum 10 min per object)
- Day 10: Students choose a type of social scientist and complete benchmark assessment based on which type of social scientist they have chosen. Do not share the assignments prior to students’ choice. Students share with small groups. There should be at least one of each type of social scientist project per group.
- create simple definitions for the terms economist, geographer, political scientist, and historian.
- identify artifacts that social scientists use in their research.
- explore how archaeologists use artifacts to understand the past
- draw conclusions from examination of artifacts from an archaeological perspective.
- present and support choices through presentations to peers

REINFORCEMENT

- Provide a list of questions social scientist would ask. Match the question to the correct social scientist. Cut and paste in correct column. Keep as a resource.

ENRICHMENT

- Have students design a tool. Illustrate their design and describe its use. Use the Social Scientist questions in notebook to help design the tool. Record answers. Switch illustrations with a partner. Interview partner to answer questions in order to determine what the tool may be used for.

Suggested Websites

- www.discoveryeducation.com – Study the Scientist: Social Scientist (3:03)
- www.discoveryeducation.com – Introduction to Geography (2:55)

Suggested Materials

- *Social Studies work rubric (teacher created)*
- *Artifacts: 4 small objects that students may not be familiar with; prepare ahead of time*

Cross-Curricular Connections

21st Century Skills: CRP2 Apply appropriate academic and technical skills; CRP6: Demonstrate creativity and innovation

Technology: 8.1.5.A.3: Use a graphic organizer to organize information about a problem or issue; 8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*

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- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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Unit 2: Map Skills	Time: October (1)	Standards:
Essential Questions <ul style="list-style-type: none">• Why are map tools useful?	Enduring Understandings <ul style="list-style-type: none">• I can use map tools such as a scale, map key, and compass rose to locate places on a map.	6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful 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. Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT create a zoo map incorporating a scale, a map key, and compass rose; as well as give directions to a specified place on the map using cardinal and intermediate directions. 6.1.4.B.1; 6.1.4.B.2; Responsible Decision-Making; 8.2.5.D.3; CRP4; CRP6		Other Assessments <ul style="list-style-type: none">✓ class participation✓ peer discussion✓ student SS notebook entries✓ SS group work (teacher created rubric) Materials <ul style="list-style-type: none">• Smartboard/Mimio• Student Notebooks• 12x18 construction paper for zoo map• crayons/colored pencils• sharpies• rulers• teacher created “Zoo Map Rubric”• teacher created “Zoo Map Checklist” to follow directions• lined paper

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SUGGESTED ACTIVITIES

- Create a map of the classroom and include a compass rose, map key, symbols, and scale.
- Create a map of a zoo. Student writes directions to get from entrance to specific exhibit using cardinal and intermediate directions. Trade with partner and follow directions given to create a path. (BENCHMARK)
- Use rulers, maps, and scale to practice finding distances on large laminated maps.
- Use a large New Jersey map to locate distances from one New Jersey town or city to another using scale of miles and a ruler.
- design a compass rose showing cardinal and intermediate directions
- Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.
- Use physical and political maps to explain how the location and spatial relationship contributed to cultural diffusion and economic interdependence.
- Nicky Fifth Series by Lisa Funari-Willever

REINFORCEMENT

Play Compass Rose (similar to 4 corners): label the four walls in the classroom with the cardinal directions (N, E, S, W) and the corners with intermediate directions (NE, NW, SE, SW). Students move around the room. Teacher pulls a direction card. If student(s) are standing in the chosen directions, they are out.

Make a compass rose out of popsicle sticks: Glue together 4 sticks, label with cardinal and intermediate directions; decorate with markers

ENRICHMENT

Put students with partners. Go outside and create a maze with cones, jump ropes, and various other equipment. One student in blindfolded with a bandana. Their partner will verbally direct them through the maze using only compass directions. Rearrange maze and partners switch roles.

Suggested Websites

- www.brainpop.com – Map Skills
- www.topozone.com
- www.animatedatlas.com
- Use Google Earth to locate positions on the globe

Suggested Materials

- *teacher created study guide*
- *teacher created Map Skills assessment*
- *Map Skills vocabulary word cards for Social Studies word wall*
- *jump ropes*
- *safety cones*
- *various gym equipment*

Cross-Curricular Connections

21st Century Skills: CRP4 Communicate clearly and effectively and with reason; CRP6 Demonstrate creativity and innovation

Technology: 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
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Unit 3: Longitude and Latitude	Time: October (2)	Standards:
Essential Questions <ul style="list-style-type: none">• How can you find specific locations on a globe?	Enduring Understandings <ul style="list-style-type: none">• I can find locations on a globe by using a global grid system of longitude and latitude.	6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distance and to determine time zones and locations using longitude and latitude 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.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT use lines of latitude and longitude of a global grid system to find given locations on a globe/map using the teacher created assessment. 6.1.4.B.3; 6.1.4.B.10		Other Assessments <ul style="list-style-type: none">✓ class participation✓ peer discussion✓ student SS notebook entries✓ SS group work (teacher created rubric) Materials <ul style="list-style-type: none">• Smartboard/Mimio• Student Notebooks• popsicle sticks• glue• Battleship games• “I have, who has...” cards (laminated)• teacher created quiz and study guide• Maps & Globes mini book

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SUGGESTED ACTIVITIES

- Identify major locations on a map by using the longitude and latitude coordinates given (see teacher created assessment)
- Play *Battleship* to practice using map grids
- Maps & Globes mini-book
- create longitude and latitude popsicle sticks
- Song with motions: Latitude goes round and round (hand on hips and hula hoop motion) and longitude goes up and down (alternate arms going up and down); model and have students repeat together
- Sing the Continents and Oceans song
- Scott Foresman *New Jersey* textbook: H8-H15 (supplementary teacher created worksheets)
- teacher created quiz with study guide
- Use “I Have, Who Has...” cards to review vocabulary terms
- Identify major cities, countries, continents, bodies of water, and mountain ranges.
- locate time zones, latitude, longitude, and the global grid

REINFORCEMENT

- Longitude and latitude song.
- Grid sheets: Students are given a grid. Directions tell which location to draw specific items.

ENRICHMENT

- Provide students with a map labeled with longitude and latitude. Give a list of coordinates and places separate. Students attempt to match the location to the coordinates. Self-check answers with Google Earth.

Suggested Websites

- www.brainpop.com – Longitude and latitude
- www.brainpop.com – Continents and oceans
- www.brianpop.com – GPS
- www.discoveryeducation.com – Using Maps and Globes (22 min)
- www.discoveryeducation.com – Discovering the World: Locating Places (20 min)
- www.discoveryeducation.com – Understanding and Using Globes (21 min)

Suggested Materials

- Scott Foresman *New Jersey* textbooks
- Google Earth (online)
- Coordinates matching sheets

Cross-Curricular Connections

21st Century Skills: CRP4 Communicate clearly and effectively and with reason; CRP6 Demonstrate creativity and innovation

Technology: 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem

SEL

- *Relationship Skills:* Utilize positive communication and social skills to interact effectively with others
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ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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Unit 4: Geography of New Jersey/Regions	Time: November	Standards:
Essential Questions <ul style="list-style-type: none">• What makes New Jersey a diverse state?	Enduring Understandings <ul style="list-style-type: none">• I can distinguish New Jersey as a diverse state because of the varied characteristics of its four regions.	6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others 6.4.1.B.8 Compare ways people choose to use and distribute natural resources 6.4.1.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them 6.4.1.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 6.4.1.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.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT Identify and describe the four regions of New Jersey, including available natural resources available in that region, major cities, famous people (who are they, what made them famous, where are they from) , famous landmarks, and water features in the chosen region by creating a poster, as well as presenting the poster to the class. (B5, B7, B8, B9, B10, C14)		Other Assessments <ul style="list-style-type: none">✓ teacher observation✓ class discussions✓ quizzes/tests✓ natural resources foldable Materials <ul style="list-style-type: none">• computers with internet access• NJ regions information packets• NJ regions poster graphic organizer• poster board• crayons, colored pencils, markers• scissors• Scott Foresman <i>New Jersey</i> textbook (18-47)

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SUGGESTED ACTIVITIES

- Identify and describe the four regions of New Jersey, including available natural resources
- Describe the geography of New Jersey (C14)
- Differentiate between New Jersey's population and characteristics of regions. (B7, B10, C14)
- Explain renewable and nonrenewable resources, as well as living and nonliving natural resources by creating a foldable. (B8, B9)
- (BM) Create a poster highlighting one of New Jersey's regions. Give oral presentation. Grade using rubric.
- County research: Each student is assigned a county of NJ. Students are required to research population, origin of name, towns in county, etc.
- Create a physical map of New Jersey using modeling clay. Students will label the four regions.
- Cut apart state maps with counties outlined for student-created jigsaw puzzles.
- Create natural resources foldable.
- Scott Foresman *New Jersey* textbook: p.18-47 (supplementary teacher created worksheets)

REINFORCEMENT

- Provide students with a list of websites to use for research.

ENRICHMENT

- Students create a New Jersey crossword based on the research on their region. They will create a word bank and clues based on their research.

Suggested Websites

- www.brainpop.com (Natural Resources)
- www.famousnewjerseyans.com
- www.state.nj.us/nj/about/famous/
- www.imdb.com/search/name?birth_place=New%20Jersey,%20USA
- http://newjerseyscenic.com/nj_wildlife.html
- <http://www.state.nj.us/dep/fgw/pdf/wildcolor.pdf>
- www.famousnewjerseyans.com/events.htm
- http://faculty.njcu.edu/ckarnoutsos/Chronology_old.htm
- http://www.ehow.com/info_7930225_new-jersey-kids.html
- http://www.state.nj.us/hangout_nj/
- <http://kids.britannica.com/comptons/article-205458/New-Jersey>
- http://slic.njstatelib.org/nj_information/by_topic/nj_for_kids
- <http://www.apples4theteacher.com/usa-states/new-jersey/facts/>

Suggested Materials

- *Nicky Fifth* Series by Lisa Funari-Willever
- *A Devil in the Pines* – Jaqueline Seewald
- *Geography from A to Z* – Jack Knowlton
- *Uniquely New Jersey* – Mark Stewart
- *People of New Jersey* – Mark Stewart
- *It's My State, New Jersey* – David C. King

Cross-Curricular Connections

21st Century Skills: CRP4 Communicate clearly and effectively and with reason; CRP6 Demonstrate creativity and innovation

Technology: 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem

SEL

- *Relationship Skills:* Utilize positive communication and social skills to interact effectively with others
- *Responsible Decision-Making:* Develop, implement and model effective problem solving and critical thinking skills
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ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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Unit 5: Lenni Lenape and the New Jersey Colony (booklet)	Time: December/January	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• How did the lives of the Lenni Lenape differ from our lives today?• How did the lives of early colonial people differ from our lives today?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can compare and contrast their present lives with the lives of the Lenape and early colonists.• I can understand the culture of the Lenni Lenape Native Americans (Lenape) and early colonists.	<p>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey</p> <p>6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people</p> <p>6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none">➤ SWBAT understand the culture of the Lenni Lenape Native Americans through a comparison/contrast to current life. Create a booklet comparing everyday life: housing, food (including how food is acquired), gender roles, etc. (D1, D10, D11, D13)➤ SWBAT identify and categorize the Thirteen Original Colonies (New England Colonies, Middle Colonies, Southern Colonies)	<p>Other Assessments</p> <ul style="list-style-type: none">✓ teacher created cloze activities✓ student participation✓ notes / discussion of Lenni Lenape videos on culture <p>Materials</p> <ul style="list-style-type: none">• New Jersey colony booklet• construction paper• crayons/colored pencils• Smartboard• Lenni Lenape video series (Besser)• VHS/DVD player• access to YouTube• teacher created cloze activities (copies/answer key)	

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SUGGESTED ACTIVITIES

- (BM) Create a booklet comparing and contrasting the Lenni Lenape culture and way of life to the present culture and way of life in the New Jersey area. Each page of the booklet will be split into two sections (Lenni Lenape / Current day). Pages include housing, gender roles, food (including how food is acquired)
- Read and discuss the NJ Colony booklet as a class. Complete teacher created chapter cloze activities. (Modified cloze activities available on the shared files)
- Watch videos on the Lenni Lenape culture (Lisa Besser has videos)
- Watch Discovery Ed videos, take notes, and discuss as a class.
- Complete teacher created Cloze activities for chapters

REINFORCEMENT

- Sing Thirteen Colonies song.
- Discuss acronyms to remember the colonies

ENRICHMENT

- Students summarize their reading (NJ Colony booklet) to create a timeline; include event and date. Illustrate and color.

Suggested Websites

- www.brainpop.com – Native Americans
- www.discoveryeducation.com – American Heritage: Native Americans (20 min)
- www.discoveryeducation.com – Native Americans: People of the Forrest (30 min)
- www.discoveryeducation.com – Native Americans: The First People (22 min)
- www.discoveryeducation.com – History Kids: Native Americans of the Northeast (20 min)

Suggested Materials

- *modified teacher created cloze activities for the New Jersey colony booklet*

Cross-Curricular Connections

21st Century Skills: CRP4 Communicate clearly and effectively and with reason; CRP6 Demonstrate creativity and innovation

Technology: 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
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Unit 6: American Revolution in New Jersey

Time: January

Standards:

Essential Questions

- How did New Jersey prove to be an important location during the American Revolution?

Enduring Understandings

- I can support that New Jersey was important to the American Revolution because many battles occurred here that led to the creation of the United States.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey

6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution

Benchmark Assessment(s)

- SWBAT create a map of the major Revolutionary War battles that took place in New Jersey and include the date of the battle, who was involved, and the outcome of the battle. (D4, D8)

Other Assessments

- ✓ Venn diagram
- ✓ fact and opinion sort
- ✓ 13 colonies map
- ✓ quiz/test
- ✓ teacher observation

Materials

- Scott Foresman New Jersey textbook
- blank copies of map of New Jersey (will cut and glue onto construction paper)
- colored construction paper
- crayons/colored pencils/markers
- glue
- scissors
- Smart Notebook (on shared)
- Fact and Opinion sheet (teacher created)
- blank 13 Original Colonies map
- list of 13 Colonies study guide and assessment
- vocabulary study guide and assessment

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SUGGESTED ACTIVITIES

- Explain how key events led to the creation of the United States (D4)
- Define New Jersey's role during the American Revolution (D8)
- (BM) Map the battle sites and events of the Revolution
- Create an accordion timeline of key events leading up to the creation of the United States
- Venn diagram comparing and contrasting two major Revolutionary War Battles in New Jersey.
- Boston Tea Party Reader's Theater
- Boston Tea Party Foldable (Color and cut ship; glue tea into ocean representing dumped tea)
- Revolutionary War soldiers' uniform foldable.
- Revolutionary War fact and opinion cut and glue.
- Boston Tea Party crossword puzzle
- Revolutionary War crossword puzzle
- Colonists Protest Crossword
- Make a timeline from 1770-1785.
- Identify the 13 original colonies on a map, emphasizing New Jersey's key position.
- Scott Foresman New Jersey textbook (supplementary teacher created worksheets)
- Watch *Liberty's Kids* video series and discuss

REINFORCEMENT

- Students can create a scale for their battle map.
- Figure out approximate mileage between the 3 major battles in New Jersey. (Trenton, Monmouth, Princeton. Provide typed description of each battle for students to cut and place next to appropriate battle instead of writing description.

ENRICHMENT

- Students can create a scale for their battle map.
- Figure out approximate mileage between the 3 major battles in New Jersey. (Trenton, Monmouth, Princeton.

Suggested Websites

- www.brainpop.com (Boston Tea Party)
- www.discoveryeducation.com (Liberty's Kids Series)

Suggested Materials

- *Nicky Fifth Series* – Lisa Funari-Willever
- *Liberty's Kids series* (video)

Cross-Curricular Connections

21st Century Skills: CRP4 Communicate clearly and effectively and with reason; CRP6 Demonstrate creativity and innovation

Technology: 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem

SEL

- *Relationship Skills:* Utilize positive communication and social skills to interact effectively with others
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Unit 7: American Revolution Mini-Bio Report	Time: February	Standards:		
<table border="0"><tr><td data-bbox="86 261 709 846">Essential Questions<ul style="list-style-type: none">• What were the historical contributions of Revolutionary leaders?</td><td data-bbox="709 261 1339 846">Enduring Understandings<ul style="list-style-type: none">• I can compare the historical contributions of Revolutionary leaders, such as William Livingston, George Washington, Benjamin Franklin, and Thomas Jefferson .</td></tr></table>		Essential Questions <ul style="list-style-type: none">• What were the historical contributions of Revolutionary leaders?	Enduring Understandings <ul style="list-style-type: none">• I can compare the historical contributions of Revolutionary leaders, such as William Livingston, George Washington, Benjamin Franklin, and Thomas Jefferson .	6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government 6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey’s government
Essential Questions <ul style="list-style-type: none">• What were the historical contributions of Revolutionary leaders?	Enduring Understandings <ul style="list-style-type: none">• I can compare the historical contributions of Revolutionary leaders, such as William Livingston, George Washington, Benjamin Franklin, and Thomas Jefferson .			
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT describe the historical contribution of chosen Revolutionary leaders by researching the leader, summarizing their contributions with a group/partner and presenting the information to the class through an oral presentation; students may choose one type of visual to aid in their presentations. (D6, D7)		Other Assessments <ul style="list-style-type: none">✓ student discussion✓ teacher observation of participation✓ compare and contrast notes from videos Materials <ul style="list-style-type: none">• Nonfiction text for Washington, Jefferson, and Franklin (provided by teacher)• Nonfiction text on Gov. William Livingston• Smart Board or Mimio• internet access• Discovery education.com		

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SUGGESTED ACTIVITIES

- Discuss the historical contributions of Revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin toward development of our government (D6)
- Explain the role Governor William Livingston played in the development of NJ government. (D7)
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REINFORCEMENT

- Provide brief summaries for each of the chosen individual historical figures.
- Highlight information in the text.
- Provide a biography graphic organizer.

ENRICHMENT

- Students play charades. They choose one of the historical figures and act out an event in which they were famous for. Remainder of class tries to guess who they are.
- Write a reader's theater skit for their chosen historical figure.

Suggested Websites

- www.discoveryeducation.com – Six Revolutionary War Figures (16 min)
- www.discoveryeducation.com – Animated Hero: George Washington (30 min)
- www.discoveryeducation.com – Animated Hero: Benjamin Franklin (26 min)

Suggested Materials

- *Animated Hero note pages/ graphic organizer*

Cross-Curricular Connections

21st Century Skills: CRP4 Communicate clearly and effectively and with reason; CRP6 Demonstrate creativity and innovation

Technology: 8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
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- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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Unit 8: Our Constitution

Time: March/April

Standards:

Essential Questions

- What rights are stated in the Declaration of Independence?
- What rights are stated in the US Constitution?

Enduring Understandings

- I can describe how the Declaration of Independence provides the rights of life, liberty, and the pursuit of happiness.
- I can interpret that freedom of the press, freedom of speech, and the rights to a trial by jury are some of the rights stated in the US Constitution.

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.

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.

6.1.4.A.6 Explain how national and state governments share power in the federal system of government.

Benchmark Assessment(s)

- SWBAT Compare and contrast the Declaration of Independence and US Constitution using a Venn diagram. (A1, A2, A6)

Other Assessments

- ✓ vocabulary quizzes
- ✓ participation
- ✓ quizzes
- ✓ tests

Materials

- School House Rock DVDs
- Venn diagram
- Copy of Declaration of Independence
- Copy of Preamble to the Constitution
- Scott Foresman New Jersey textbook

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SUGGESTED ACTIVITIES

- (BM) Create a Venn diagram comparing and contrasting the basic principles expressed in the US Constitution and Declaration of Independence
- Identify the basic principles of American democracy expressed in the *Pledge of Allegiance*, the *Declaration of Independence*, the *US Constitution*, and the first *New Jersey Constitution*. (6.1.4.A.2)
- Understand how the Constitution defines and limits power. (6.1.4.A.6)
- Critique rules and laws for their effectiveness. (6.1.4.A.1)
- Listen to “Schoolhouse Rock” songs: “Fireworks” (Declaration of Independence), “Three Ring Government”, “The Preamble,” “No More Kings”...
- Memorize the Preamble to the Constitution as a class contest (not a grade)
- Create a set of school or class laws.

REINFORCEMENT

- Break apart the Preamble to the Constitution into sections; put each section into your own words (Deconstructed Preamble)
- Cut apart sections of the Preamble; glue into the correct order
- Preamble word search

ENRICHMENT

- Provide copies of the Preamble with words missing. Using a word bank, students complete the Preamble by placing the correct terms in the missing places.

Suggested Websites

- www.brainpop.com (Declaration of Independence, Constitution)
- www.discoveryeducation.com (Citizen's Rule: Our Founding Documents 15min.)

Suggested Materials

- Copies of a “Deconstructed Preamble”
- Preamble word search
- Preamble “cloze”

Cross-Curricular Connections

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SEL

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ELA

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
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Unit 9: Our First Government		Time: April/May	Standards:
Essential Questions <ul style="list-style-type: none">• What is the structure and function of the branches of government?	Enduring Understandings <ul style="list-style-type: none">• I can outline that our government is set up with three branches, as a system of checks and balances.		<p>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 the United States government.</p> <p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government</p> <p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government</p> <p>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.</p>
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT Explain the three branches of the federal government: Branches of Government tree. Fill in the branch, which it is made up of, and their job. (A3, A4, A5, A8)			Other Assessments <ul style="list-style-type: none">✓ student participation✓ vocabulary quiz/test
			Materials <ul style="list-style-type: none">• Copies of Branches of Government tree• Scott Foresman <i>New Jersey</i> textbooks• Branches of Government flip book• Branches of Government foldable

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SUGGESTED ACTIVITIES

- (BM) Explain the three branches of the federal government: *Branches of Government tree*. Fill in the branch, which it is made up of, and their job.
- Sing the “Branches of Government” song
- Scott Foresman *New Jersey* textbook: p.18-47 (supplementary teacher created worksheets)
- Branches of government flip book.
- Branches of government foldable
- Students participate in a Reader’s Theater: The Branches of the Government (TPT)

REINFORCEMENT

- Students take notes while watching videos on each of the branches of government; discuss as a class

ENRICHMENT

- Matching: Students match the branches of government with who it is made up of, what their job is, and where it is located

Suggested Websites

- DE: Founding Our Federal Government (20min)
- DE: Understanding our Constitution: The Executive Branch (22min)
- DE: Understanding our Constitution: The Judicial Branch (22min)
- DE: Understanding our Constitution: The Legislative Branch (22min)

Suggested Materials

- *Reader’s Theater: The Branches of the Government (TPT)*

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Fourth Grade Social Studies Curriculum

Unit 10: Current Event/Debate		Time: June	Standards:
Essential Questions <ul style="list-style-type: none">• How does the government address current issues that affect us?	Enduring Understandings <ul style="list-style-type: none">• I can defend that the government follows the Constitution and local laws to address issues that affect us.		6.1.4.A.12 Explain the process of creating change at the local, state, or national level. 6.4.1.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 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT Argue their side of a national or global issue and explain how policy addresses it. (A 12, A15, A16)			Other Assessments <ul style="list-style-type: none">✓ classroom discussions✓ partner debates✓ student participation
			Materials <ul style="list-style-type: none">• Storyworks magazine or Time for Kids magazine• Debate graphic organizer

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SUGGESTED ACTIVITIES

- Summarize an issue of local, national, or global concern from multiple perspectives and explain how public policy is created to address issues. (A15)
- Explain how communicating a problem or issue to a local, state and national official(s) may assist in facilitating change. (A12, A16)
- (BM) Hold a class debate based on a current event. Split class into groups. Group will summarize the issue from both sides and argue their opinion during a debate.
- Use Storyworks magazine articles to form an opinion on a topic; debate with a partner.

REINFORCEMENT

- Provide students with a graphic organizer prior to debate. Work with a partner/group to complete graphic organizer with opinions, reasons, and examples to support their argument.

ENRICHMENT

- Provide students with statements from either side of a debate. Have students work in partners/small groups to identify which side of a debate would make each statement.

Suggested Websites

- www.brainpop.com: debates / public speaking / political beliefs
- www.discoveryeducation.com: Hand-in-Hand: Fix it (20 min)

Suggested Materials

- *Reinforcement: Opinion, reasons, examples graphic organizer copies*
- *Enrichment: statements on cards for each side of a debate*

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