CURRICULUM OVERVIEW

Content Area: Social Studies

Course Title: Fourth Grade Social Studies

Course Description or Content Overview: This year in fourth grade, students will be introduced to a variety of concepts and skills to become active global citizens. The fourth grade curriculum is broken into 4 units:

- **Unit 1: Government Foundations: Why do we need government?**
- **Unit 2: Equality and Justice: Why is it important for everyone to have rights?**
- **Unit 3: Economics: How do economies affect decision making?**
- **Unit 4: Migration: Why do people migrate?**

Course Rationale: The goal of the 2020 New Jersey Student Learning Standards is to Prepare New Jersey students to live healthy, productive lives equipped with knowledge and skills to make their local and global communities a better place to live. Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. All units are designed using the C3 framework for student inquiry.

In unit one, students investigate the overarching inquiry question: **Why do we need government?** This unit is designed to give students an understanding of why we need a government. It starts by teaching students about the different types of governments. Next, students will learn about the creation of the United States government and why the founders chose to break away from the British monarchy. They will then compare and contrast the roles and responsibilities of the three branches of government. Next, they will understand the local, state, and federal levels of government and make connections to current events that affect them. Students will also explore how taxes allow the government to provide for the people by providing goods and services. Finally, the unit will end with students researching and creating a presentation about American symbols, monuments, or holidays.Students will investigate:

- What is a government?
- How and why was our government created?
- How is our government organized?
- How has U.S. history influenced the American identity?

In unit two, students investigate the overarching inquiry question: **Why is it important for everyone to have rights?** This unit is designed to give students an understanding of why it is important for everyone to have human rights and how individuals took action when those rights were being violated. It starts by teaching students the rights they have as children and identifying why they are important to them. Next, students will study human rights and human rights activists. They will compare and contrast their experience defending different rights. Lastly, students will explore how basic human rights are being violated in other parts of the world and make a plan to address them. Students will investigate the following questions:

- What are rights?
- How can others protect human rights?
- How do past events help us make future decisions?

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In unit three, students investigate the overarching inquiry question: **How do economies affect decision making?** This mini unit is designed to lead students to explore how economies affect decision making. Students will participate in a Fourth Grade Market project, where they will experience the effects of supply and demand. Students will develop an understanding of why countries and regions depend on each other for resources. Students will investigate:

- How are supply and demand related?
- How do resources affect economic opportunities?

In unit four, students investigate the overarching inquiry question: **Why do people migrate?** This unit is designed to lead students to explore why people move to and within the United States. The first half of the unit is designed for students to explore why people move to our country and understand the reasons behind why individuals come to America (both voluntarily and involuntarily). They will then engage in a virtual field trip to Ellis Island to better understand what the conditions were like for those going through the immigration process as well as the struggles immigrants faced once they arrived. Students will then explore the concept of citizenship - what a citizen is and how challenging it can be to become one by participating in a citizenship test themselves. The second half of the unit is designed for students to explore why people move within our country. They will begin by researching different regions to understand the benefits of living in those areas. They will then create a Google Slide presentation to present their research to the rest of the class. The unit will conclude with students making connections to the three different types of communities within our country. They will research and create a foldable of the different types as well as the benefits of living in each community. Students will investigate:

- Why do people move to the US?
- Why do people move within the US?

2020 NJSLS for the Social Studies

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.
6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national Government.
6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of Government.
6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition,the right to vote, and the right to due process).
6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
6.1.5.EconNM.2: Use data to describe how the availability of resources in **New Jersey** and other regions in the United States have impacted economic opportunities.
6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system. (chain of how goods go from gov incentives > businesses, laborers, households)
6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

K-12 Primary Interdisciplinary Connections:

2020 NJSLS Career Readiness, Life Literacies, and Key Skills

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.
9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

NJSLS: Standard 8: Technology

8.1.2.AP.4: Break down a task into a sequence of steps.
8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

NJSLS Science

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s features.

NJSLS: ELA

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Standards for Mathematical Practice
SMP3: Construct viable arguments and critique the reasoning of others.

New Jersey Mandates
Diversity, Equality, and Inclusion P.L.2021, c.32, AAPI **Asian American & Pacific Islander History & Contributions N.J.S.A. 18A:35-4.44, Holocaust Law, Amistad Law:** N.J.S.A. 18A 52:16A-88,

Enduring Understandings: What big ideas do we want students to come to understand?	**Essential Questions:**
Exploring the reasons behind the start of governments and how they are structured helps us grasp how societies work together and make improvements for the well-being of all.	What is a government? How and why was our government created? How is our government organized?
U.S. history has shaped who we are as Americans by telling stories of important events, heroes, and challenges that helped form our values and beliefs. Learning about these experiences helps us understand our identity and why we care about things like freedom, fairness, and working together as a country.	How has U.S. history influenced the American identity?
Rights are the essential freedoms and protections that	What are rights?

every person is entitled to, simply by being human. These can include the right to express oneself, to be treated fairly, and to live free from discrimination. Rights are the foundation of a just and respectful society. Others can protect human rights by standing up for fairness and justice. This can involve creating and upholding laws that ensure everyone is treated equally.	How can others protect human rights? How do past events help us make future decisions?
Abundant and well-utilized resources can lead to economic growth and diverse opportunities. Conversely, limited or mismanaged resources can constrain economic development. Understanding and wisely managing resources are crucial for creating a range of opportunities and fostering a thriving economy.	How are supply and demand related? How do resources affect economic opportunities?
People move to the United States for diverse reasons, driven by a quest for opportunities and an improved life, encompassing economic prospects like job opportunities and higher wages, educational pursuits, political refuge, asylum, and family reunification with relatives already residing in the country.	Why do people move to the US?
People relocate within the U.S. due to a range of factors, including job opportunities, educational pursuits, changes in family circumstances, and a desire for specific lifestyles, reflecting the diverse and dynamic nature of personal and economic considerations.	Why do people move within the US?

Modifications (ESL/Special Education/Academic Support/G&T):

- Provide read aloud texts to students are need
- Reinforcement/restatement/simplification of classroom oral or written directions
- Personal copies of unit vocabulary
- Brief breaks in between reading of texts
- Strategic partnerships to support big concepts
- Talking prompts
- Assign roles within partnerships
- Pre Teach vocabulary as needed, provide vocabulary wall
- Shared reading of social studies texts
- Provide audio/videos to supplement concepts
- Enlarged texts

Course Resources:

- Technologies: Document camera, SmartBoard, Clips of videos, Audio versions of SS texts, enlarged print
- Texts & Resources:
    - Unit 1:
        - Taxes by Linda Crotta Brennan, What is Government by Sanger Academy
        - Causes of the American Revolution, Brain Pop Video.
        - Blast Back: The American Revolution, Nancy Ohlin
        - The Constitution for Kids
        - Newsela, RIght & Responsibilities

- Unit 2:
  - Martin & Anne: The Kindred Spirits of Dr. Martin Luther King Jr and Anne Frank
  - What are Child Right- UNICEF Video
  - I Have the Right to Be a Child Read Aloud
  - What are Child Right- UNICEF Video, I Have the Right to Be a Child Read Aloud
- Unit 3:
  - Supply and Demand BrainPop,
  - Rising Prices article text sets
- Unit 4:
  - *Coming to America by Betsy Maestro, US Regions: The Midwest, The Southwest, The West, The Southeast & The Northeast*, by Rebecca Felix