

2022 Social Studies Curriculum

Grade 4

Born on August 23, 2022 by the South Bergen Jointure Commission Board of Education

Revisions adopted on August 22, 2023 by the South Bergen Jointure Commission Board of Education

Aligned to the [2020 New Jersey Student Learning Standards for Social Studies \(NJSLS-SS\)](#)



The mission of the South Bergen Jointure Commission is to unlock the potential of every student. As a leading educational provider, we will focus on the development of each student's social, emotional, and academic needs. By fostering an environment that is supportive and challenging, we will empower students to maximize their independence and potential in becoming fulfilled and productive members of their community.

2020 New Jersey Student Learning Standards for Social Studies (NJSLS-SS)
Grades 3-5

Civics, Government, and Human Rights: Civics and Political Institutions

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 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.

Civics, Government, and Human Rights: Participation and Deliberation

- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

Civics, Government, and Human Rights: Democratic Principles

- 6.1.5.CivicDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 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.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

Civics, Government, and Human Rights: Processes and Rules

- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

Civics, Government, and Human Rights: Human and Civil Rights

- 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.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Civics, Government, and Human Rights: Civic Mindedness

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

Geography, People, and the Environment: Human Population Patterns

- 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.2: 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.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 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.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 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.

Geography, People, and the Environment: Spatial Views of the World

- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 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.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions

Geography, People, and the Environment: Human Environment Interaction

- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Geography, People, and the Environment: Global Interconnections

- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Economics, Innovation, and Technology: Exchange and Markets

- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconEM.4: 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.
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

Economics, Innovation, and Technology: National Economy

- 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.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 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.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Economics, Innovation, and Technology: Global Economy

- 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.5.EconGE.2: 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.
- 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

History, Culture, and Perspectives: Continuity and Change

- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 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.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 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).

History, Culture, and Perspectives: Understanding Perspectives

- 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.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 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.

History, Culture, and Perspectives: Historical Sourcing and Evidence

- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had
- 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.

History, Culture, and Perspectives: Claims and Argumentation

- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Civics, Government, and Human Rights: Participation and Deliberation

- 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

Geography, People, and the Environment: Human Environment Interaction

- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Geography, People, and the Environment: Global Interconnections

- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

Related NJDOE Curriculum Mandates: Grades 3-5

| Mandate | NJ Commission Sites and Legislation | NJDOE Instructional Resources | Grade Specific Curriculum Connection/Location |
|--|--|--|--|
| Amistad Commission (K-12) | NJ Amistad Commission NJ Legislation: Amistad | Breaking Bias: Lessons from the Amistad | Unit 4: Building a Nation |
| Holocaust Commission (K-12) | NJ Commission on Holocaust Education NJ Legislation: Holocaust/Genocide Education | Holocaust Curriculum Guides NJDOE: Holocaust Grades 3-5 Curriculum Unit: Accepting Diversity in Ourselves and Others | |
| AAPJ Mandate (K-12) | NJ Asian American Heritage Commission NJ Legislation: AAPJ | Asian American and Pacific Islander Heritage and History in the U.S. The Wing Luke Museum of the Asian Pacific American Experience | |
| Diversity, Equity and Inclusion (K-12) | NJ Legislation: DEI | Diversity, Equity & Inclusion Educational Resources - Sample Activities/Lessons (K-12) - Culturally Responsive Practices | |

**SOCIAL STUDIES: GRADE 4
GENERAL CURRICULUM: PACING GUIDE**

| SEPTEMBER | | OCTOBER | NOVEMBER/DECEMBER |
|---|--|---|--|
| Unit 1: The Land of New Jersey | | Unit 2: Native Americans and European Settlers | Unit 3: A New Nation |
| <u>NJSLS- SS</u> 6.1.5.Geo.PP.2 6.1.5.Geo.SV.1 6.1.5.Geo.SV.2 6.1.5.Geo.SV.3 6.1.5.Geo.SV.4 6.1.5.Geo.HE.1 6.1.5.Econ.EM.4 | | <u>NJSLS- SS</u> 6.1.5.Geo.PP.5, 6.1.5.Geo.SV.5, 6.1.5.Geo.HE.1, 6.1.5.Geo.GI.3, 6.1.5.Econ.EM.6, 6.1.5.History.CC.1, 6.1.5.History.CC.4, 6.1.5.History.CC.6, 6.1.5.History.CC.8, 6.1.5.History.CC.12 6.1.5.History.CC.14, 6.1.5.History.UP.3 6.1.5.History.UP.4, 6.1.5.History.UP.5 6.1.5.History.UP.6, 6.1.5.History.SE.1 6.1.5.History.CA.1 | <u>NJSLS- SS</u> 6.1.5.Civics.HR.1 6.1.5. History.CC.1 6.1.5.History.CC.11 6.1.5.History.CC.15 6.1.5.History.UP.2 6.1.5.History.UP.5 6.1.5.History.UP.6 |

| JANUARY/FEBRUARY | MARCH/APRIL | MAY/JUNE |
|--|--|---|
| Unit 4: Building a Nation | Unit 5: New Century, New Challenges | Unit 6: Modern New Jersey |
| <u>NJSLS- SS</u> 6.1.5.Geo.PP.6 6.1.5.Geo.HE.2 6.1.5.Geo.HE.3 6.1.5.History.CC.7 6.1.5.History.UP.1 6.1.5.History.UP.5 6.1.5.History.UP.6 *NJDOE Curriculum Mandates | <u>NJSLS- SS</u> 6.1.5.Civics.CM.5, 6.1.5.Econ.EM.4 6.1.5.Econ.NM.2, 6.1.5.Econ.NM.3 6.1.5.History.CC.3, 6.1.5.History.CC.9 6.1.5.History.UP.1, 6.1.5.History.UP.5 6.1.5.History.UP.6, 6.1.5.History.UP.7 | <u>NJSLS- SS</u> 6.1.5.Civics.CM.5, 6.1.5.Econ.EM.4 6.1.5.Econ.NM.1, 6.1.5.Econ.NM.2 6.1.5.Econ.NM.3, 6.1.5.Econ.NM.6 6.1.5.Econ.NM.7, 6.1.5.History.CC.2 6.1.5.History.CC.3, 6.1.5.History.CC.9 6.1.5.History.UP.5, 6.1.5.History.UP.6 6.1.5.History.UP.7, 6.1.5.History.SE.2 |

PACING GUIDE & ASSESSMENT GUIDE
SOCIAL STUDIES: GRADE 4

| MONTH | TOPIC | KEY SKILLS/CONCEPTS | MODIFIED SKILLS | MATERIALS |
|---|--|---|--|--|
| <u>Unit One</u> September | <ul style="list-style-type: none">The Land of New Jersey | <ul style="list-style-type: none">The Geography of New JerseyThe Natural Regions of New Jersey | <ul style="list-style-type: none">Where is New Jersey in relation to other states?What are the plants, animals, and natural resources found in New Jersey?Identify the following regions of NJ on a map: Appalachian Ridge and Valley, Highlands, Central Corridor/Piedmont, Atlantic Coastal PlainWhat are the major cities in New Jersey? | <ul style="list-style-type: none">Textbook: Scott Foresman Social Studies New JerseyAudio bookWorkbookVocabulary WorkbookColonial Williamsburg Primary Sources CD-RomSongs and Music Audio CDsSfsocialstudies.comSmartBoard ActivitiesBrainPopTeacher Made Activities(Worksheets, Visual enhancements of materials, etc.)Power Points |
| NJSLS | | ASSESSMENTS | MODIFIED ASSESSMENTS | |
| 6.1.5.Geo.PP.2 6.1.5.Geo.SV.1 6.1.5.Geo.SV.2 6.1.5.Geo.SV.3 6.1.5.Geo.SV.4 6.1.5.Geo.HE.1 6.1.5.Econ.EM.4 | | <ul style="list-style-type: none">Test Talk Practice BookAssessment BookExamView Test Bank CD-ROM | <ul style="list-style-type: none">Mapping practice: where is New Jersey?Identify the following regions of NJ on a map: Appalachian Ridge and Valley, Highlands, Central Corridor/Piedmont, Atlantic Coastal Plain | |

| MONTH | TOPIC | KEY SKILLS/CONCEPTS | MODIFIED SKILLS | MATERIALS |
|---|--|---|--|--|
| <u>Unit Two</u> October | <ul style="list-style-type: none">Native Americans and European Settlers | <ul style="list-style-type: none">A Land and its PeopleEuropeans in New Jersey | <ul style="list-style-type: none">What Native American groups lived in New Jersey?How was New Jersey discovered and by who?What is a conflict? Were there conflicts between the Native Americans and the settlers? | <ul style="list-style-type: none">Textbook: Scott Foresman Social Studies New JerseyAudio bookWorkbookVocabulary WorkbookColonial Williamsburg Primary Sources CD-RomSongs and Music Audio CDsSfsocialstudies.comSmartBoard ActivitiesBrainPopTeacher Made Activities(Worksheets, Visual enhancements of materials, etc.)Power Points |
| NJSLS | | ASSESSMENTS | MODIFIED ASSESSMENTS | |
| <ul style="list-style-type: none">6.1.5.Geo.PP.56.1.5.Geo.SV.56.1.5.Geo.HE.16.1.5.Geo.GI.36.1.5.Econ.EM.66.1.5.History.CC.16.1.5.History.CC.46.1.5.History.CC.66.1.5.History.CC.86.1.5.History.CC.126.1.5.History.CC.146.1.5.History.UP.36.1.5.History.UP.46.1.5.History.UP.56.1.5.History.UP.66.1.5.History.SE.16.1.5.History.CA.1 | | <ul style="list-style-type: none">Test Talk Practice BookAssessment BookExamView Test Bank CD-ROM | <ul style="list-style-type: none">Native American culture: recreate Lenape and Delaware tribal masks and discuss tribe traditionsMapping practice: trace route maps of European settlers to New JerseyBullying discussion: What is bullying? Did the settlers bully the Native Americans? Why/how should we stop bullying? | |

| MONTH | TOPIC | KEY SKILLS/CONCEPTS | MODIFIED SKILLS | MATERIALS |
|--|--|---|---|---|
| Unit Three November/ December | <ul style="list-style-type: none"> A New Nation | <ul style="list-style-type: none"> The Road to War The Founding of a New Nation | <ul style="list-style-type: none"> Why do people go to war? What two groups were fighting during the American Revolution? How was NJ involved in the Revolution? Discuss the following terms and how they influenced change in government: fairness, equality, common good What events of the Revolutionary War led to the creation of the US and NJ? Who was Governor Livingston and why was he important in the development of NJ? How did the war affect settlers? How did it affect Native Americans? How were these perspectives similar/different? | <ul style="list-style-type: none"> Textbook: Scott Foresman Social Studies New Jersey Audio book Workbook Vocabulary Workbook Colonial Williamsburg Primary Sources CD-Rom Songs and Music Audio CDs Sfsocialstudies.com SmartBoard Activities BrainPop Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) Power Points |
| NJSLs | | ASSESSMENTS | MODIFIED ASSESSMENTS | |
| 6.1.5.Civics.HR.1 6.1.5. History.CC.1 6.1.5.History.CC.11 6.1.5.History.CC.15 6.1.5.History.UP.2 6.1.5.History.UP.5 6.1.5.History.UP.6 | | <ul style="list-style-type: none"> Test Talk Practice Book Assessment Book ExamView Test Bank CD-ROM | <ul style="list-style-type: none"> Picture match: Loyalists vs. Patriots Battle maps: identify major battles of Revolution on a map Graphic organizer: create a web diagram sorting NJ's contributions to the Revolution Use soldier manipulatives to reenact war battles | |

| MONTH | TOPIC | KEY SKILLS/CONCEPTS | MODIFIED SKILLS | MATERIALS |
|--|---|---|---|---|
| Unit Four January/ February | <ul style="list-style-type: none"> Building a Nation | <ul style="list-style-type: none"> Growth and Industry The Civil War | <ul style="list-style-type: none"> Name NJ scientists and inventors and their contributions. How do technological advances affect the environment? How did new transportation (railroad) impact NJ businesses and people? What was slavery? How did it impact NJ, the nation, and individuals? What was the Underground Railroad and how did NJ get involved in its efforts? Who fought in the Civil War? What was the fighting about? How did the Civil War affect the US and NJ? How did local and state communities change over time during the war? | <ul style="list-style-type: none"> Textbook: Scott Foresman Social Studies New Jersey Audio book Workbook Vocabulary Workbook Colonial Williamsburg Primary Sources CD-Rom Songs and Music Audio CDs Sfsocialstudies.com SmartBoard Activities BrainPop Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) Power Points |
| NJSLS | | ASSESSMENTS | MODIFIED ASSESSMENTS | NJDOE Curriculum Mandate Connections <ul style="list-style-type: none"> Holocaust Mandate NJDOE: Holocaust Grades 3-5 Curriculum Unit: Accepting Diversity in Ourselves and Others Amistad Mandate AAPI Mandate Diversity, Equity and Inclusion Mandate |
| 6.1.5.Geo.PP.6 6.1.5.Geo.HE.2 6.1.5.Geo.HE.3 6.1.5.History.CC.7 6.1.5.History.UP.1 6.1.5.History.UP.5 6.1.5.History.UP.6 | | <ul style="list-style-type: none"> Test Talk Practice Book Assessment Book ExamView Test Bank CD-ROM | <ul style="list-style-type: none"> Picture match: NJ inventor to invention Mapping activity: trace railroad routes into NJ from the mid-1800s Primary artifacts kit on slavery (includes artifacts, activities, and assessments) Field Trip: Explore Underground Railroad hiding places in NJ Picture Match: Union and Confederate soldiers | |

| MONTH | TOPIC | KEY SKILLS/CONCEPTS | MODIFIED SKILLS | MATERIALS |
|--|---|---|--|---|
| Unit Five March/April | <ul style="list-style-type: none"> New Century, New Challenges | <ul style="list-style-type: none"> Changing Life in NJ Changing Times, Changing Faces | <ul style="list-style-type: none"> How did local and state communities change over time during this era? Name NJ scientists and inventors and their contributions. How do technological advances affect the environment? Describe immigration in the early 1900s and how it affected the US and NJ (why did people come here, what affects immigration patterns, where did they choose to settle and why) | <ul style="list-style-type: none"> Textbook: Scott Foresman Social Studies New Jersey Audio book Workbook Vocabulary Workbook Colonial Williamsburg Primary Sources CD-Rom Songs and Music Audio CDs Sfsocialstudies.com SmartBoard Activities BrainPop Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) Power Points |
| NJSLs | | ASSESSMENTS | MODIFIED ASSESSMENTS | |
| 6.1.5.Civics.CM.5 6.1.5.Econ.EM.4 6.1.5.Econ.NM.2 6.1.5.Econ.NM.3 6.1.5.History.CC.3 6.1.5.History.CC.9 6.1.5.History.UP.1 6.1.5.History.UP.5 6.1.5.History.UP.6 6.1.5.History.UP.7 | | <ul style="list-style-type: none"> Test Talk Practice Book Assessment Book ExamView Test Bank CD-ROM | <ul style="list-style-type: none"> Picture match: NJ inventor to invention Mapping activity: identify areas of the US/NJ where specifics immigrant groups settled (NYC: Little Italy, Chinatown, etc) | |

| MONTH | TOPIC | KEY SKILLS/CONCEPTS | MODIFIED SKILLS | MATERIALS |
|---|---|--|---|---|
| Unit Six May/June | <ul style="list-style-type: none"> Modern New Jersey | <ul style="list-style-type: none"> New Jersey's Economy New Jersey Today | <ul style="list-style-type: none"> Discuss goods and services Discuss producers and consumers Discuss supply and demand List new technologies discovered after WWII Discuss the three branches of government and checks and balances How has the US promoted human rights and helped people in need worldwide? | <ul style="list-style-type: none"> Textbook: Scott Foresman Social Studies New Jersey Audio book Workbook Vocabulary Workbook Colonial Williamsburg Primary Sources CD-Rom Songs and Music Audio CDs Sfsocialstudies.com SmartBoard Activities BrainPop Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) Power Points |
| NJSLs | | ASSESSMENTS | MODIFIED ASSESSMENTS | |
| 6.1.5.Civics.CM.5 6.1.5.Econ.EM.4 6.1.5.Econ.NM.1 6.1.5.Econ.NM.2 6.1.5.Econ.NM.3 6.1.5.Econ.NM.6 6.1.5.Econ.NM.7 6.1.5.History.CC.2 6.1.5.History.CC.3 6.1.5.History.CC.9 6.1.5.History.UP.5 6.1.5.History.UP.6 6.1.5.History.UP.7 6.1.5.History.SE.2 | | <ul style="list-style-type: none"> Test Talk Practice Book Assessment Book ExamView Test Bank CD-ROM Students will choose various current events to discuss. They will discuss the issues with students from other countries using Skype.com and email communication Students will choose an issue regarding the economy. In groups, they will create a solution to the issue | <ul style="list-style-type: none"> Goods and Services picture sort Community helpers: identify helpers and match their job with their service In the transition room, take turns being producers and consumers (making products vs. buying products) and discuss how this affects NJ economy T-Chart: technologies then and now (sort technology before and after WWII) | |

SOCIAL STUDIES GRADE 4: CURRICULUM MAP

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