

SPARTA TWP. PUBLIC SCHOOLS

Social Studies: Fourth Grade



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Adapted from:
New Jersey Student Learning Standards

Reviewed by:
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VISION

The Sparta Social Studies Department is committed to offering our students rigorous learning opportunities that challenge students' thinking and worldview. Our students are encouraged to embrace multiple perspectives, value diversity, and promote cultural understanding in our interconnected global community. Through exploration of a vertically articulated curriculum, engagement, relevancy, and application of historical themes is encouraged while finding connections between past events and the present in order to promote historical understanding. Upon graduation, students will have developed and prepared to be contributors to 21st century society who are civically minded, globally aware, and socially responsible.

BELIEF STATEMENTS

- High quality social studies instruction is the key to the ongoing development and maintenance of a vibrant democratic republic
- Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.
- Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry.
- In promoting critical, creative, and ethical thinking on problems faced by citizens and leaders, educators must take care to balance the immediate social environment of students and the larger social world, through examining multiple viewpoints.
- Since our communities are full of countless citizens with a wide range of expertise and experiences, assistance from community resource people should be a part of any successful social studies program.
- Students should learn to assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations.
- Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students should learn to apply value-based reasoning when addressing problems and issues.
- Students should be encouraged to develop a commitment to social responsibility, justice and action, and demonstrate that in "real life" situations.
- The curriculum should promote critical, creative, and ethical thinking on problems faced by citizens and leaders.
- Evaluation of data for planning curricular improvements should be used to ensure a challenging curriculum. This data should be collected through traditional and alternative assessments.
- Powerful social studies teachers develop and/or expand repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes.

COURSE OVERVIEW

The Sparta School District offers a fourth grade social studies program in geography, the American Revolution, historical figures, and immigration. In these units, students will focus on both state and national perspectives. Students will also be introduced to historical thinking skills and employ interdisciplinary approaches to complete Humanities projects.

COMPONENTS OF THE COURSE

The components of a successful Social Studies program are:

- Effective use of technology, communication, and reading/writing skills
- Regular evidence based writing
- Analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks
- The use of competing arguments to enable students to assess merit and make decisions accordingly
- Discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making
- A variety of authentic assessments, both formative and summative, for student development and understanding including, but not limited to, formal writing, content-based tests, debates, Socratic Seminars, Harkness Discussions, multimedia presentations, including project based learning

SCOPE AND SEQUENCE

(Pacing Guide)

Weeks Taught <i>(40 Total)</i>	Units of Study
15 weeks	Unit 1: Regional Geography
13 weeks	Unit 2: American Revolution and Historical Documents
12 weeks	Unit 3: Immigration and the Industrial Revolution

CONTENT AREA:	Social Studies	GRADE LEVEL	4th Grade
UNIT 1:	Regional Geography		
UNIT SUMMARY			
<p>This unit allows students to explore aspects of New Jersey, including the geography, climate, natural resources, important people, and cities of the state. Students will determine how the natural resources, geography, and climate affect people in New Jersey. Students will explore how NJ differs from other regions in the United States. They will also investigate other geographical regions across the United States.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.</p> <p>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.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>6.1.4.B.4 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.</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns and to actions taken to address them.</p> <p>6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes and demographic tools can be used to understand tangible and intangible cultural differences.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society.</p>			
21st CENTURY LIFE AND CAREER READY PRACTICES			
<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills.</p>			
TECHNOLOGY STANDARDS			

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. Use a graphic organizer to organize information about problem or issue.

CROSS CURRICULAR CONNECTIONS

ELA: Students will independently research the social, political, economic and cultural characteristics of an assigned country and report to the class.

Geography: Students will review the cardinal directions, map keys, longitude and latitude lines and the basic principles of geographic thinking.

READING ACROSS CONTENT AREAS

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING ACROSS CONTENT AREAS

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

ENDURING UNDERSTANDINGS

Students will understand that:

- Maps are useful tools that help us find places of interest. They can help us to get from one place to another.
- There are different types of maps to help us find out important information.

ESSENTIAL QUESTIONS

Students will explore:

- Why are locations divided into regions?
- Why are there boundaries?
- How do we measure things?
How are people impacted by where

<ul style="list-style-type: none">• People are impacted by where they live.• NJ is different from other parts of the world.	they live?	
UNIT LEARNING TARGETS (Students will know how to...)		
<ul style="list-style-type: none">• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.• Places are jointly characterized by their physical and human properties.• Regions form and change as a result of unique physical/ecological conditions, economies and cultures. Patterns of settlement across Earth’s surface differ markedly from region to region, place to place and time to time. Advancements in science and technology can have unintended consequences that impact individuals and/or societies.• Urban areas, worldwide, share common physical characteristics but may also have cultural differences		
LEARNING ACTIVITIES: (Students will be able to...)		
<ul style="list-style-type: none">• Identify the major cities of the United States and the world.• Identify the major countries, continents, bodies of water, and mountain ranges of the world.• Locate time zones, latitude, longitude, and the global grid.• Discuss factors involved in the development of cities (transportation, food, marketplace, religion, military protection).• Identify the distribution and characteristics of different populations for different regions of the United States.• Describe the basic components of the Earth’s physical systems, including landforms, water, erosion, weather and climate and discuss their impact on human development.• Explain the nature, characteristics, and distribution of renewable and non-renewable resources.		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none">• New Jersey Adventures in Time and Place: p. 26-46—Regions of US• Map Essentials: p. 8-10• New Jersey Adventures in Time and Place: p. 34-39—Regions of NJ• New Jersey Adventure in Time and Place: p.	<ul style="list-style-type: none">• Completed USA map activity• Completed NJ map activity• US Region Quizzes	<ul style="list-style-type: none">• Country Poster independent research project

<p>42-46—Our State's Resources</p> <ul style="list-style-type: none"> • 1New Jersey Adventure in Time and Place: p. 82-85—Geography Skills—workbook page • Journal entries • Graphic organizers • Projects/Presentations • Exit Tickets • Teacher Conference/Peer Conference • Whole/Small group discussion 		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
<p>Secondary Source Documents:</p> <ul style="list-style-type: none"> • <i>Map Essentials</i>, National Geographic; pages 8-10, 16-23 • <i>New Jersey: Social Studies</i>, McGraw Hill; Ch. 1-2 pages 6-50 <p>Audio-Visual Resources:</p> <ul style="list-style-type: none"> • NJ Weekly periodical 		<ul style="list-style-type: none"> • Interactive whiteboard • Document Camera • Laptops • E-books • Tumblebooks • Brainpop Jr. • Websites • Studies Weekly • Scholastic Weekly Reader <p>Web-Based Resources: United States History https://www.mheducation.com/prek-12/explore/networks.html</p>
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		

CONTENT AREA:	Social Studies	GRADE LEVEL	4th Grade
UNIT 2:	American Revolution and Historical Documents		
UNIT SUMMARY			
<p>This unit will investigate New Jersey’s role in the Colonial and Revolutionary War eras. Students will first examine New Jersey colonial history and its relationship with England. Students will evaluate the causes and outcomes of the American Revolution including key historical events and documents, and how individuals led to the development of our nation.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</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>6.1.4.D.5 Relate key historical documents (i.e. the Mayflower Compact, the Declaration of Independence, the United States Constitution and the Bill of Rights) to present day government and citizenship.</p> <p>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.</p> <p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</p> <p>6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.</p> <p>6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation and individuals.</p> <p>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.</p> <p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</p>			
21st CENTURY LIFE AND CAREER READY PRACTICES			
<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p>			

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 Create and use a database to answer basic questions.

CROSS CURRICULAR CONNECTIONS

ELA: Students will read a biography of Ben Franklin to understand the impact of colonial leaders.

Sociology: Students will examine the social pressures related to conformity and patriotism through *Toliver's Secret*.

READING ACROSS CONTENT AREAS

RL.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.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

WRITING ACROSS CONTENT AREAS

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.4.8. 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.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

Students will understand that: <ul style="list-style-type: none">• The difference between power and authority.• If it wasn't for the Constitution, our country and its citizens wouldn't have the rights we have. (i.e. equality, fairness, justice, separation of church and state.)• Active citizens exercise their rights and responsibilities by participating in democratic processes.	Students will explore: <ul style="list-style-type: none">• What is a right? What are the rights and responsibilities we have as citizens of the US? School? Community? NJ?• What is the purpose of the Constitution? How did groups struggle in America to attain liberty?	
UNIT LEARNING TARGETS (Students will know how to...)		
<ul style="list-style-type: none">• All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.• Identify major services provided by state and local government.• Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.		
LEARNING ACTIVITIES: (Students will be able to...)		
<ul style="list-style-type: none">• Describe how American values and beliefs such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the Constitution and Bill of Rights, contribute to the continuation of American Democracy.• Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none">• New Jersey: Adventure in Time and Place -- Chapter 11 (p. 270-287).• Description of the historical contributions of George Washington, Thomas Jefferson and Benjamin Franklin.• Journal entries• Graphic organizers• Projects/Presentations	<ul style="list-style-type: none">• Lapbook activities: Paul Revere's Ride, Continental Congresses, British Colonial Policies, etc. . .• "Compare and Contrast Quadrant" Graphic Organizer	<ul style="list-style-type: none">• <i>Life, Liberty, Pursuit of Happiness Poster</i>

<ul style="list-style-type: none"> • Exit Tickets • Teacher Conference/Peer Conference • Whole/Small group discussion 		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
<p>Secondary Source Documents:</p> <ul style="list-style-type: none"> • <i>Map Essentials</i>, National Geographic; pages 42-45 • <i>New Jersey: Social Studies</i>, McGraw Hill; Ch. 4-5 pages 76-132 <p>Audio-Visual Resources:</p> <ul style="list-style-type: none"> • NJ Weekly periodical (weeks 13 and 14) 		<ul style="list-style-type: none"> • Interactive whiteboard • Document Camera • Laptops • E-books • Tumblebooks • Brainpop Jr. • Websites • Studies Weekly • Scholastic Weekly Reader <p>Web-Based Resources: United States History https://www.mheducation.com/prek-12/explore/networks.html</p>
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		

CONTENT AREA:	Social Studies	GRADE LEVEL	4th Grade
UNIT 3:	Immigration and the Industrial Revolution		
UNIT SUMMARY			
<p>This unit will examine how the Industrial Revolution changed how people worked and lived. Cities became areas of concentrated populations looking to work, both natives and immigrants. Immigrants, throughout history, have been major contributors to American society and have impacted the growth of America, as a country. Immigrants decide to come to the United States for various reasons, which can be categorized as voluntary and involuntary.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.4.A.13 Describe the process by which immigrants become United States citizens. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</p> <p>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.</p> <p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. (Amistad Commission Mandate)</p> <p>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (Holocaust Commission Mandate)</p>			
21st CENTURY LIFE AND CAREER READY PRACTICES			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p>			
CROSS CURRICULAR CONNECTIONS			
<p>ELA: Students will compose a narrative about their ancestry based upon family interviews and artifact collection.</p> <p>Economics: Students will examine the “push and pull factors” that influence decisions to migrate.</p>			

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
<p>RL.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.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Students will understand that:</p> <ul style="list-style-type: none"> • The Industrial Revolution changed the way people lived and worked. • Most Americans have ancestors from other countries contributing to the diversity of our country. • Our ancestors have shaped our family traditions as well as many national traditions. 	<p>Students will explore:</p> <ul style="list-style-type: none"> • Was the Industrial Revolution truly a revolution? • Why is it important to learn about other cultures? • How does America’s heritage affect what America is all about? How does immigration impact change in a community?
UNIT LEARNING TARGETS (Students will know how to...)	
<ul style="list-style-type: none"> • Describe the process to immigrate to the United States. • Ellis Island • Life of the immigrant • Living and working conditions in urban centers • The voyage • Causes of immigration • Locations of immigration • Evaluate the impact that immigration has had on the United States. 	

LEARNING ACTIVITIES: (Students will be able to...)

- Identify culture.
- Understand why someone want to become an American citizen.
- Identify how immigration impacts America's growth as a nation
- Identify push/pull factors for immigration to the United States

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none">• Molly's Pilgrim Learning Activity Packet• Student Passports• Journal entries• Graphic organizers• Projects/Presentations• Exit Tickets• Teacher Conference/Peer Conference• Whole/Small group discussion	<ul style="list-style-type: none">• "Immigrant Letters Home" writing activity	<ul style="list-style-type: none">• Immigration Lapbook Project• Ancestor Doll

INSTRUCTIONAL MATERIALS/RESOURCES**TECHNOLOGY RESOURCES****Secondary Source Documents:**

- *Map Essentials*, National Geographic; pages 42-45
- *New Jersey: Social Studies*, McGraw Hill; Ch. 6-7 pages 138-190
- *Immigrant Kids* by Russell Freedman
- *Molly's Pilgrim* by Barbara Cohen

Audio-Visual Resources:

- NJ Weekly periodical (weeks 16 and 20-22)
- United Streaming (Discovery Learning)

- Interactive whiteboard
- Document Camera
- Laptops
- E-books
- Tumblebooks
- Brainpop Jr.
- Websites
- Studies Weekly
- Scholastic Weekly Reader

Web-Based Resources:

United States History
<https://www.mheducation.com/prek-12/explore/networks.html>

	Virtual Field Trip (Ellis Island)
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	