



SOCIAL STUDIES CURRICULUM

Grade 4

New Jersey Student Learning Standards

CURRICULUM DETAILS
Social Studies- Grade 4

	English Language Arts Practices (outlined in the NJSLS)		Mathematics (outlined in the NJSLS)	Science (outlined in the NJSLS)
Interdisciplinary Connections	E1. Demonstrate independence. E2. Build strong content knowledge. E5. Value evidence. E6. Use technology and digital media strategically and capably.		M3. Construct viable arguments and critique the reasoning of others. M5. Use appropriate tools strategically. M6. Attend to precision. M7. Look for and make use of structure.	S1. Asking questions and defining problems. S7. Engaging in argument from evidence. S8. Obtaining, evaluating, and communicating information.
Core Instructional Materials	Core Materials	Scott Foresman Social Studies ©2011		
	Leveled Resources	Below Level Readers (Gr. K-6)		
	Modified Resources	Below Level Readers (Gr. K-6)		
	Technology & Digital Tools	Video Field Trips		
21 st Century Themes & Skills	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Technology Standards	<u>8.1 Educational Technology</u> 8.1.B: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. 8.1.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 8.1.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. 8.1.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.			
	<u>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</u> 8.2.E: Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.			
Pacing Guide: Overview	The New Jersey Student Learning Standards for Social Studies outline the student learning objectives that are to be addressed within each grade level. Based on these objectives, the South Bergen Jointure Commission has created pacing guides which outline the scope and sequence that is to be followed for each of its curricula. Refer to the <i>Pacing Guide</i> below for additional details.			
Assessment: Overview	To assess the grade level expectations outlined in the New Jersey Student Learning Standards for Social Studies, the South Bergen Jointure Commission employs the use of both formative and summative assessments. These assessments include beginning and end of year benchmark testing, as well as general progress monitoring. Refer to the <i>Assessment Guide</i> below for additional details.			

MODIFICATIONS			
Special Education	At-Risk	English Language Learners	Gifted and Talented
Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	English Language Learners Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities

SOCIAL STUDIES SKILLS TABLE

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	Place key historical events and people in historical eras using timelines.	Construct timelines of the events occurring during major eras.	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
	Explain how the present is connected to the past.	Explain how major events are related to one another in time.	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	Determine locations of places and interpret information available on maps and globes.	Select and use various geographic representations to compare information about people, places, regions, and environments.	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.	Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	Distinguish fact from fiction.	Compare and contrast differing interpretations of current and historical events.	Distinguish valid arguments from false arguments when interpreting current and historical events.
	Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	Use evidence to support an idea in a written and/or oral format.	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format

PACING GUIDE & ASSESSMENT GUIDE
SOCIAL STUDIES: GRADE 4

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
<u>Unit One</u> September	The Land of New Jersey	- The Geography of New Jersey - The Natural Regions of New Jersey	- 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 Plain - What are the major cities in New Jersey?	- Textbook: Scott Foresman Social Studies New Jersey - Audio book - Workbook - Vocabulary Wordbook - 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	
6.1.4.B.2 6.1.4.B.4 6.1.4.B.5 6.1.4.B.7 6.1.4.B.10 6.1.4.C.14 6.1.4.D.10		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM	- 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	SKILLS	MODIFIED	MATERIALS
<u>Unit Two</u> October	Native Americans and European Settlers	- A Land and its People - Europeans in New Jersey	- 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?	- Textbook: Scott Foresman Social Studies New Jersey - Audio book - Workbook - Vocabulary Wordbook - 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	
6.1.4.A.9 6.1.4.D.1 6.1.4.D.2 6.1.4.D.3 6.1.4.D.16 6.3.4.D.1		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM	- Native American culture: recreate Lenape and Delaware tribal masks and discuss tribe traditions - Mapping practice: trace route maps of European settlers to New Jersey - Bullying discussion: What is bullying? Did the settlers bully the Native Americans? Why/how should we stop bullying?	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
<u>Unit Three</u> November/ December	A New Nation	- The Road to War - The Founding of a New Nation	- 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?	- Textbook: Scott Foresman Social Studies New Jersey - Audio book - Workbook - Vocabulary Wordbook - 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	
6.1.4.A.3 6.1.4.D.4 6.1.4.D.7 6.1.4.D.8 6.1.4.D.19		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM	- 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	SKILLS	MODIFIED	MATERIALS
<u>Unit Four</u> January/ February	Building a Nation	- Growth and Industry - The Civil War	- 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?	- Textbook: Scott Foresman Social Studies New Jersey - Audio book - Workbook - Vocabulary Wordbook - 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	
6.1.4.B.9 6.1.4.C.12 6.1.4.C.15 6.1.4.D.4 6.1.4.D.9 6.1.3.D.11		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM	- 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	SKILLS	MODIFIED	MATERIALS
<u>Unit Five</u> March/April	New Century, New Challenges	- Changing Life in NJ - Changing Times, Changing Faces	- 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)	- Textbook: Scott Foresman Social Studies New Jersey - Audio book - Workbook - Vocabulary Wordbook - 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	
6.1.3.D.11 6.1.4.B.9 6.1.4.B.4 6.1.4.B.5 6.1.4.B.7 6.1.4.C.1		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM	- Picture match: NJ inventor to invention - Mapping activity: identify areas of the US/NJ where specific immigrant groups settled (NYC: Little Italy, Chinatown, etc)	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
<u>Unit Six</u> May/June	Modern New Jersey	- New Jersey's Economy - New Jersey Today	- 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?	- Textbook: Scott Foresman Social Studies New Jersey - Audio book - Workbook - Vocabulary Wordbook - 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		
6.3.4.A.4 6.3.4.C.1 6.1.4.A.5 6.1.4.A.6 6.1.4.A.16 6.1.4.C.4 6.1.4.C.5	- 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	- 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 CURRICULUM

Grade 4

Essential Question(s): What are rules? What are rights? How are they protected?						
21st Century Theme: Civic Literacy						
21st Century Skills: Critical Thinking and Problem Solving						
Standards: 6.1						
Content Area: Social Studies						
6.1 U.S. History: America in the World 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.						
A. Civics, Government, and Human Rights						
Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
American constitutional government is based on principles of limited government, shared authority, fairness, and equality.	6.1.4.A.3 Determine how “fairness,” “equality,” and the “ common good ” have influenced change at the local and national levels of United States government.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discoveryeducation.com/ • www.history.org		Fairness Equality Common good	Unit 3
There are different branches within the United States government, each with its own structure,	6.1.4. A.5 Distinguish the roles and responsibilities of the three branches of the national government.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book		Three Branches of Government	Unit 6

leaders, and processes, and each designed to address specific issues and concerns.			• Songs and music • http://www.discoveryeducation.com/ • www.history.org			
There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	6.1.4.A.6 Explain how national and state governments share power in the federal system of government.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discoveryeducation.com/ • www.history.org		Federal system of government	Unit 6
The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights	6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discoveryeducation.com/ • www.history.org		Violations Fundamental rights	Unit 2

Essential Question(s): What are maps and how are they used? What impact does technology have on individuals and societies?						
21st Century Theme: Environmental Literacy						
21st Century Skills: Information, Media and Technology						
Standards: 6.1						
Content Area: Social Studies						
6.1 U.S. History: America in the World 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.						
B. Geography, People, and the Environment						
Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	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.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org		Cultural diffusion Economic interdependence	Unit 1
Places are jointly characterized by their physical and human properties.	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.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org			Unit 1 Unit 5
The physical environment	6.1.4.B.5 Describe how human interaction	End of the Chapter Test	• Leveled Readers • ESL Support			Unit 1 Unit 5

can both accommodate and be endangered by human activities.	impacts the environment in New Jersey and the United States.	Formative Assessment	• Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org			
Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org		Settlement	Unit 1 Unit 5
Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org			Unit 4
Urban areas, worldwide, share common physical characteristics,	6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook			Unit 1

but may also have cultural differences.	how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.		• Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discover.yeducation.com/ • www.history.org			
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Essential Question(s): How have innovations influenced the economy of New Jersey? How does the environment affect settlement in New Jersey?

21st Century Theme: Global Awareness & Civic Literacy

21st Century Skills: Life and Career Skills

Standards: 6.1

Content Area: Social Studies

6.1 U.S. History: America in the World 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.

C. Economics, Innovation, and Technology

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Economics is a driving force for the occurrence of various events and phenomena in societies.	6.1.4.C.4 Describe how supply and demand influence price and output of products.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discover.yeducation.com/ • www.history.org		Supply and demand	Unit 6
Economics is a driving force for the occurrence of various events and	6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies			Unit 6

phenomena in societies			• Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org			
Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org			Unit 4
Economic opportunities in New Jersey and other states are related to the availability of resources and technology	6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org		Labor force Economic	Unit 1
Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music		Economies	Unit 4

			• http://www.discovereducation.com/ • www.history.org			
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Essential Question(s): How has the past affected the present?						
21st Century Theme: Civic Literacy						
21st Century Skills: Communication and Collaboration						
Standards: 6.1						
Content Area: Social Studies						
6.1 U.S. History: America in the World 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.						
D. History, Culture, and Perspectives						
Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org	<u>Art</u> : Illustrate a timeline	Lenni Lenape	Unit 2
	6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com	<u>Language Arts</u> : Have students pretend they are immigrants and create logs of their journey.	Immigrated	Unit 2

	challenges they encountered.		• Big book • Songs and music • http://www.discovereducation.com/ • www.history.org			
	6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org		Immigration	Unit 2
Key historical events, documents, and individuals led to the development of our nation.	6.1.4.D.4 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org	<u>Language Arts:</u> Read folklores	Folklore Heritage	Unit 3 Unit 4
	6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book		William Livingston	Unit 3

			• Songs and music • http://www.discovereducation.com/ • www.history.org			
	6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org	Art: Create a map of the battles of American Revolution in New Jersey		Unit 3
	6.1.4.D.9 Explain the impact of TransAtlantic slavery on New Jersey, the nation, and individuals.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org		Trans-Atlantic Slavery	Unit 4
Personal, family, and community history is a source of information for individuals about the people and places around them.	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.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music		Lenni Lenape	Unit 1

			• http://www.discovereducation.com/ • www.history.org			
	6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org			Unit 4
The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.	6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/ • www.history.org		Folklore Fictional characters National heritage	
Prejudice and discrimination can be obstacles to understanding other cultures.	6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discovereducation.com/	<u>Art</u> : Create posters to deter stereotyping and prejudice.	Prejudice discrimination	Unit 2

People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.	6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	End of the Chapter Test Formative Assessment	• www.history.org • Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discover.education.com/ • www.history.org		Individual Perspectives	Unit 3
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Essential Question(s): How can we grow to be active, informed citizens?

21st Century Theme: Civic Literacy

21st Century Skills: Critical thinking and problem solving

Standards: 6.3

Content Area: Social Studies

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
A. Civics, Government, and Human Rights	6.3.4.A.4 Communicate with students from various countries about common issues of	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies	<u>Technology:</u> Skype	Public Concerns	Unit 6

	public concern and possible solutions.		• Brainpopjr.com • Big book • Songs and music • http://www.discoveryeducation.com/ • www.history.org			
B. Economics, Innovation, and Technology	6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discoveryeducation.com/ • www.history.org		Initiative Economic issues	N/A
D. History, Culture, and Perspectives	6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	End of the Chapter Test Formative Assessment	• Leveled Readers • ESL Support • Vocabulary cards • Vocabulary books • Workbook • Transparencies • Brainpopjr.com • Big book • Songs and music • http://www.discoveryeducation.com/ • www.history.org	<u>Art:</u> Create anti-bullying posters	Unfair Bullying Discriminatory	Unit 2