

Commercial Township School District

Content Area: Social Studies

Grade: 4

Unit 1: Civics, The Geography and Early People of NJ

Unit Duration: Marking Period 1

Unit Summary
<i>How did civics, geography, and the early settlers help build the foundation of New Jersey?</i>
<p>In this unit of study, students develop understandings of the United States government and citizenship. Students will specifically focus on the geography of NJ, citizenship, and about its early settlers. Students will further explore the geography of New Jersey specific to the use of maps and globes.</p> <p>This unit is based on 6.1.4.A.2-8; 6.1.4.A.11; 6.1.4.B.2-10; 6.1.4.D.1-4; 6.1.4.D.9-13; 6.1.4.D.15; 6.1.4.C.14L 6.1.4.C.17; 6.1.4.D.10-14; 6.1.4.D.17-18; 6.3.4.A.1-4; 6.3.4.C.1; 6.3.4.D.1</p>
Student Learning Objectives
<p>Students will demonstrate the following understanding:</p> <ul style="list-style-type: none"> ● The climate and physical features of New Jersey affect the way its people work and live. ● The people of New Jersey have made choices about how to use the state’s unique natural resources. ● In New Jersey there are several distinct regions, each with its own culture, resources, politics, and geography. ● Human interaction had affected the environment in New Jersey and the United States. Actions have been taken to address environmental concerns. ● People leave their homelands and resettle elsewhere for many reasons. ● When groups settle in an area, they bring new ideas and ways of life. ● The arrival of new groups to an area can lead to conflict.

Unit Sequence	
<i>How did civics, geography, and the early settlers help build the foundation of New Jersey?</i>	
Concepts	Formative Assessment
<ol style="list-style-type: none"> 1. Civics Handbook 2. Geography Handbook 3. The Geography of NJ <ol style="list-style-type: none"> a. Discovery of New Jersey b. New Jersey’s Four Regions c. New Jersey’s Environment 4. Early People of New Jersey <ol style="list-style-type: none"> a. Native Americans to America b. Europeans Arrive c. Three Worlds Meet 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> ● Identify the kind of government that the United States has and how it works. ● Identify how geography affects our lives. ● Identify how the geography of New Jersey affects how people live, work, and play. ● Identify how people live, work, and use natural resources in the four regions of New Jersey. ● Identify how human actions affect the environment in New Jersey and the United States. ● Identify what causes people to migrate to new lands.

Unit Resources	District/School Summative Assessments
<p>Pearson My World SS Resources:</p> <ul style="list-style-type: none"> ● Students Worktext chapters 1-2 ● Smartboard for Digital Presentations ● myStory Video ● myStory Spark ● myWorld Activity Cards ● Target reading skill worksheets ● Words to Know Worksheets <p>Leveled Readers</p> <ul style="list-style-type: none"> ● Cornelius Vanderbilt (all levels) ● Abigail Adams (all levels) <p>Digital/Online Resources</p> <ul style="list-style-type: none"> ● Brain Pop ● Trueflix and Freedomflix ● http://www.watchknowlearn.org/video.aspx?videoID=6161&categoryID=1211 ● http://www.pearltrees.com/maureenhayes/4th-grade-ss-videos/id15220237#1120 ● www.myworldsocialstudies.com ● http://interactivesites.weebly.com/social-studies.html <p>Additional Resources</p> <ul style="list-style-type: none"> ● Various maps of the United States and New Jersey ● https://docs.google.com/document/d/1ISCTspgHElXgq1ghdp35wSy1P4Fq_ZuelFnayCJw2t0/edit 	<p>Chapters 1-2 Assessments</p> <p>Other evidence of learning to include but not limited to:</p> <ul style="list-style-type: none"> ● Students worktext (completed pages and assignments) ● Performance assessment: myStory Writing Activities ● Whole class and small group discussions ● Anecdotal notes from leveled readers. ● Research Report & Presentation of Geography and/or The Early People of NJ

Interdisciplinary Connections
<p>To support integration of English language arts into this unit, students conduct short research projects, using both print and digital sources, to build their understanding of various concepts from the unit including the geography of NJ, citizenship, and about its early settlers. Students should take notes, categorize information collected, and document a list of the sources used. They can include audio or video recordings and visual displays to enhance their presentations.</p> <p>This unit connects to ELA standards:</p> <p>R.I.4.1; R.I.4.2; R.I.4.4-7; R.I.4.10; R.F.4.2; S.L.4.1; S.L.4.2; S.L.4.4; W.4.1; W.4.10; L.4.4; L.4.6</p>

Future Learning

Prior Learning

Modifications
<i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i>
<ul style="list-style-type: none">● <i>Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</i>● <i>Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</i>● <i>Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</i>● <i>Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).</i>● <i>Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.</i>● <i>Use project-based science learning to connect science with observable phenomena.</i>● <i>Structure the learning around explaining or solving a social or community-based issue.</i>● <i>Provide ELL students with multiple literacy strategies.</i>● <i>Collaborate with after-school programs or clubs to extend learning opportunities.</i>

21st Century Themes and Skills

Commercial Township School District

Content Area: Social Studies

Grade: 4

Unit: 2 Changes in Our Country; War Affects the Development of New Jersey

Unit Duration: Marking Period 2

Unit Summary
<i>How did war affect changes in our country and the development of NJ ?</i>
<p>In this unit of study, students develop understandings of the changes in our country and how war affects the development of New Jersey. Students will explore how the United States became an Independent country, focusing on New Jersey’s role in the Revolutionary War and the development of a new Nation and State. Students will also focus on New Jersey’s role in the Civil War focusing on the fight against slavery, the union division, and the rebuilding of the Nation.</p> <p>This unit is based on: 6.1.4.A.1-3; 6.1.4.A.9; 6.1.4.A.11; 6.1.4.A.16; 6.1.4.C.12; 6.1.4.C.15-18; 6.1.4.D.3-9; 6.1.4.D.12; 6.1.4.D.16-17</p>
Student Learning Objectives
<p>Students will demonstrate the following enduring understanding:</p> <ul style="list-style-type: none"> ● People can stand up for what they believe. ● People who share ideals can accomplish common goals. ● Political change can have costs and benefits for different groups. ● There are basic rights that all people share. <p>Students will demonstrate the following enduring understandings:</p> <ul style="list-style-type: none"> ● Social, political, and economical differences can lead to conflict. ● People will fight to protect their beliefs and way of life. ● In big wars, men, women, children, and the environment can all be affected. ● Conflicts can have unexpected results that can reshape a country.

Unit Sequence	
<i>How did war affect changes in our country and the development of NJ?</i>	
Concepts	Formative Assessment
<ul style="list-style-type: none"> ● An Independent Country <ul style="list-style-type: none"> - Britain's 13 Colonies - The Path to Independence - The War in New Jersey - A New Nation, a New State - New Jersey Develops ● The Civil War 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> ● Discuss what is worth fighting for. ● Discuss why some colonists supported the colonies during the Revolution and others supported Great Britain. ● Identify the reasons in the Declaration of Independence for fighting Great Britain in the American Revolution. ● Identify the role New Jersey played in the American Revolution.

<ul style="list-style-type: none"> - The Fight Against Slavery - The Union Divided - Rebuilding the Nation 	<ul style="list-style-type: none"> ● Identify what rights are granted in the Constitution and Bill of Rights. ● Identify how New Jersey played a role in creating the Constitution and the Bill of Rights. ● Compare and Contrast how science and technology affected New Jersey's growth and development in the early 1800s.
Unit Resources	District/School Summative Assessments
<p>Pearson My World SS Resources:</p> <ul style="list-style-type: none"> ● Students Worktext chapters 3-4 ● Smartboard for Digital Presentations ● myStory Video ● myStory Spark ● myWorld Activity Cards ● Target reading skill worksheets ● Words to Know Worksheets <p>Leveled Readers</p> <ul style="list-style-type: none"> ● Martin Luther King (all levels) ● Jedediah Smith (all levels) <p>Digital/Online Resources</p> <ul style="list-style-type: none"> ● Brain Pop ● Trueflix and Freedomflix ● http://www.youtube.com/watch?v=W31aKRciiUg ● http://www.pearltrees.com/maureenhayes/4th-grade-ss-videos/id15220237#120 ● www.myworldsocialstudies.com ● http://interactivesites.weebly.com/social-studies.html <p>Additional Resources</p> <ul style="list-style-type: none"> ● Various maps of the United States and New Jersey 	<p>Chapters 3-4 Assessments</p> <p>Other evidence of learning to include but not limited to:</p> <ul style="list-style-type: none"> ● Students worktext (completed pages and assignments) ● Performance assessment: myStory Writing Activities ● Whole class and small group discussions ● Anecdotal notes from leveled readers.

Interdisciplinary Connections

Future Learning

Prior Learning

Modifications

Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.

- *Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.*
- *Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).*
- *Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).*
- *Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).*
- *Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.*
- *Use project-based science learning to connect science with observable phenomena.*
- *Structure the learning around explaining or solving a social or community-based issue.*
- *Provide ELL students with multiple literacy strategies.*
- *Collaborate with after-school programs or clubs to extend learning opportunities.*

21st Century Themes and Skills

Commercial Township School District
 Content Area: Social Studies
 Grade: 4
 Unit: 3: Changes, Challenges & Opportunity in New Jersey

Unit Duration: Marking Period 3

Unit Summary
<i>What changes and challenges has our state faced throughout history.</i>
In this unit of study students will understand the technological and economic growth within the state’s history. Students will explore immigration to New Jersey, and reform in American Society. Students will learn about the good and bad times-World War I and the 1920s, the Great Depression and World War II-New Jersey’s Role. Students will identify and discuss important events during the 1950s and 1960s. Within the Unit students will also have the opportunity to learn about the Cold War, economic growth, and the Civil Rights (New Jersey’s Role).
This unit is based on the following standards: 6.1.4.A.3, 6.1.4.A.9, 6.1.4.A.13, 6.1.4.B.6, 6.1.4.C.12-13, 6.1.4.C.16, 6.1.4.C.18, 6.1.4.D.2, 6.1.4.D.14, 6.1.4.D.18
Student Learning Objectives
Students will demonstrate the following enduring understandings: <ul style="list-style-type: none"> ● How inventors and their technologies change how people lived and worked ● How immigrants contributed to the nation’s diversity, growth, and culture. ● Identify/discuss how in the 20th century, many people worked to gain greater rights for workers, women, and minorities. ● Why people go to war to defend their homeland, to come to the aide of others, and to fight against oppression and aggression. ● How the New Deal created a larger role for government, an issue that Americans still debate today. ● How/why the 1950s and 1960s were times of increasing struggles for women and minorities for greater equality.

Unit Sequence	
<i>What changes, challenges, and opportunities did people face in New Jersey and nationwide from immigration through the 1960s?</i>	
Concepts	Formative Assessment
1. A Time of Change in NJ <ul style="list-style-type: none"> a. Technology and Industry b. Immigrants in New Jersey c. Change and Reform 2. Challenges and Opportunities <ul style="list-style-type: none"> a. World War I and the 1920s b. The Great Depression and World War II c. The 1950s and 1960s 	<i>Students who understand the concepts are able to:</i> <ul style="list-style-type: none"> • Identify how economic growth provides opportunity. • Identify how new inventions create economic opportunities for people in New Jersey • Identify how reformers help improve people’s lives in the late 1800s and early 1900s. • Discuss how people respond to good and bad times. • Identify why many nations took part in World War I.

	<ul style="list-style-type: none"> Identify the role New Jersey had in the Cold War. Identify how the New Deal helped end the Great Depression and increase the role of government. Identify New Jersey's role in World War II Identify how the Cold War, economic growth, and the Civil Rights movement affect the United States and New Jersey.
Unit Resources	District/School Summative Assessments
<p>Pearson My World SS Resources:</p> <ul style="list-style-type: none"> Students Worktext chapters 5-6 Smartboard for Digital Presentations myStory Video myStory Spark myWorld Activity Cards Target reading skill worksheets Words to Know Worksheets <p>Leveled Readers</p> <ul style="list-style-type: none"> Fred Begay (all levels) James Madison (all levels) <p>Digital/Online Resources</p> <ul style="list-style-type: none"> Brain Pop Trueflix and Freedomflix http://www.pearltrees.com/maureenhayes/4th-grade-ss-videos/id15220237 http://www.state.nj.us/state/historykids/NJHistoryKids.htm http://kids.usa.gov/social-studies/index.shtml http://interactivesites.weebly.com/social-studies.html <p>Additional Resources</p> <p>Various maps of the United States and New Jersey</p>	<p>Chapters 5-6 Assessments</p> <p>Other evidence of learning to include but not limited to:</p> <ul style="list-style-type: none"> Students worktext (completed pages and assignments) Performance assessment: myStory Writing Activities Whole class and small group discussions Anecdotal notes from leveled readers. Research Report & Presentation of famous person during Civil Rights Movement

Interdisciplinary Connections
<p>To support integration of English language arts into this unit, students conduct short research projects, using both print and digital sources, to build their understanding of various concepts from the unit including World Wars I and II, the Great Depression, The Cold War, famous Americans from the Civil War Movement. Students should take notes, categorize information collected, and document a list of the sources used. Using the information they collect during research, as well as information from any living relatives/family members who were alive during any of those important times in history. They can include audio or video recordings and visual displays to enhance their presentations.</p>

This unit connects to ELA standards:

R.I.4.1-5, R.I.4.1.7-8, R.I.4.10, W.4.1-2, SL.4.1-2, SL.4.4, L.4.1-3, L.4.6

Future Learning

Prior Learning

Modifications

Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.

- *Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.*
- *Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).*
- *Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).*
- *Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).*
- *Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.*
- *Use project-based science learning to connect science with observable phenomena.*
- *Structure the learning around explaining or solving a social or community-based issue.*
- *Provide ELL students with multiple literacy strategies.*
- *Collaborate with after-school programs or clubs to extend learning opportunities.*

21st Century Themes and Skills

Commercial Township School District
 Content Area: Social Studies
 Grade: 4
 Unit: 4-New Jersey Today

Unit Duration: Marking Period 4

Unit Summary
<i>What are the effects of the New Jersey's economy and government on our daily living?</i>
In this unit of study students will develop an understanding of the effects of New Jersey's economy and government on our daily living. Students will explore the rights and responsibilities of citizens, the branches of government and cultural diversity and the everyday impacts on daily living in the state of New Jersey.
This unit is based on NJSL-SS: 6.1.4.A.1-8, 6.1.4.A.11-12, 6.1.B.2, 6.1.4.B.6, 6.1.4.C.1, 6.1.4.C.3-4, 6.1.4.C.7, 6.1.4.C.9, 6.1.4.C.11, 6.1.4.C.13
Objectives
Students will demonstrate the following enduring understandings: <ul style="list-style-type: none"> ● New Jersey's government and economy both affect citizens' daily lives and well being. ● Citizens have certain rights, but they also have certain responsibilities. ● Local, state, and national governments work together in the federal system to improve citizens' lives? ● The state of New Jersey enjoys great diversity and a unique culture.

Unit Sequence	
<i>What are the effects of government (local, state, and national), economy, and citizen rights and responsibilities on our daily lives?</i>	
Concepts	Formative Assessment
<ul style="list-style-type: none"> ● New Jersey Today <ul style="list-style-type: none"> a. A Modern Economy b. Democracy and citizenship in NJ today c. Government in NJ and the Nation d. New "Jereyans" Today 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> ● Identify the goals and responsibilities of government. ● Identify how New Jersey's economy and government affect our daily lives and well being. ● Identify the rights and responsibilities of our citizens. ● Identify how local, state, and national governments work together in a federal system to improve citizens' lives. ● Explore the diversity and unique culture of New Jersey.
Unit Resources	District/School Summative Assessments
Pearson My World SS Resources: <ul style="list-style-type: none"> ● Student Workbook (Chapter 7) ● SmartBoard for Digital Presentations ● myStory Video 	Chapter 7 Assessments Other evidence of learning to include but not limited to: <ul style="list-style-type: none"> ● Students worktext (completed pages and assignments)

<ul style="list-style-type: none"> ● myStory Spark ● myWorld Activity Cards ● Target Reading Skills worksheets ● Words to Know Worksheets <p>Leveled Readers</p> <ul style="list-style-type: none"> ● Mary McLeod Bethune Fights for Justice (below, on, and advanced levels) <p>Digital/Online Resources</p> <ul style="list-style-type: none"> ● Brain Pop ● TrueFlix and Freedom Flix ● http://www.pearltrees.com/maureenhayes/4th-grade-ss-videos/id15220237 ● http://www.state.nj.us/state/historykids/NJHistoryKids.htm ● http://kids.usa.gov/social-studies/index.shtml ● http://interactivesites.weebly.com/social-studies.html ● http://www.state.nj.us/nj/about/ <p>Additional Resources</p> <p>Various maps of the United States and New Jersey</p>	<ul style="list-style-type: none"> ● Performance assessment: myStory Writing Activities ● Whole class and small group discussions ● Anecdotal notes from leveled readers.
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Interdisciplinary Connections
<p>To support integration of English language arts into this unit, students conduct short research projects, using both print and digital sources, to build their understanding of New Jersey today. Students should take notes, categorize information collected, and document a list of the sources used. Using the information they collect during research, as well as information from their experiences living in New Jersey today. They can include audio or video recordings and visual displays to enhance their presentations.</p> <p>This unit connects to ELA standards: R.I.4.1-5, R.I.4.1.7-8, R.I.4.10, W.4.1-2, SL.4.1-2, SL.4.4, L.4.1-3, L.4.6</p>

Future Learning
Prior Learning

Modifications
<p><i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i></p>

- *Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.*
- *Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).*
- *Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).*
- *Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).*
- *Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.*
- *Use project-based science learning to connect science with observable phenomena.*
- *Structure the learning around explaining or solving a social or community-based issue.*
- *Provide ELL students with multiple literacy strategies.*
- *Collaborate with after-school programs or clubs to extend learning opportunities.*

21st Century Themes and Skills