

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

**A
COURSE OUTLINE
FOR**

**SOCIAL STUDIES
GRADE 4**

4SST00

**APPROVED BY THE
BOARD OF EDUCATION**

January 24, 2013

Developed: November 2001

Revised: August 2007

Last Revised: March 2008 September 2017

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

RATIONALE

The purpose of Social Studies education, as defined by the New Jersey Department of Education (NJDOE), is “to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities.” In order to accomplish this purpose, this course of study focuses on the four disciplines of history, geography, civics and economics and, as recommended by the NJDOE, includes interdisciplinary connections among these four disciplines. The New Jersey Technology Literacy Standards and the 21st Century Career and Life Standards are also incorporated into this course of study as recommended by the district’s K-8

Grade 4 Social Studies presents students with a broad view of the states and regions of the United States with a global perspective, and more specifically, provides a focus on the regions, geography and history of New Jersey. Integrated into this course of study are skills that align with reading, writing, mathematics, and science. Critical thinking and problem-solving skills are also addressed, and the active participation of the students in their learning is required throughout the course of study. . This Grade 4 Social Studies curriculum also addresses respect for self and others, and an appreciation for diversity and the variety of cultures in our global society.

District initiatives, such as differentiation of instruction, critical reading, writing across the curriculum, integration of instruction among the disciplines, and the appropriate use of technology are also evident in this Grade 4 Social Studies course of study. Emphasis is placed on students developing the skills, knowledge and understandings necessary for them to become responsible and productive citizens in our society. This Grade 4 Social Studies course of study has been developed to reflect the revised New Jersey Student Learning Standards for Social Studies, Technology, and the English Language Arts.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gkl/an7Zab> . Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

UNITS OF STUDY

	TOPIC	ESSENTIAL QUESTION	STANDARDS
1	GEOGRAPHY	What is geography and why is it important in the life of each student? Suggested timeframe: 6 weeks	6.1, 8.1, SL.4, ELA.4
2	NEW JERSEY	What characteristics and events make New Jersey unique? * This unit could be addressed throughout the year. Refer to the “My State Handbook” topic of each unit in the textbook <i>States and Regions</i> .	6.1, 6.3, 8.1, RI.4, RL.4
3	REGIONS OF THE UNITED STATES	What is a region? What makes a region special? Suggested timeframe: 4 weeks	6.1, SL.4,
4	REGION: THE EAST	What characteristics and features (Geography, History, Civics, Economics) are unique to the East region? Suggested timeframe: 7 weeks	6.1, 8.1, RI.5, RL.4, SL.4, W.4
5	REGION: THE SOUTH	What characteristics and features (Geography, History, Civics, Economics) are unique to the South region? Suggested timeframe: 6 weeks	6.1, 8.1, RI.4, SL.4, W.4
6	REGION: THE MID-WEST	What characteristics and features (Geography, History, Civics, Economics) are unique to the Mid-West region? Suggested timeframe: 6 weeks	6.1, 8.1, W.4
7	REGION: THE WEST	What characteristics and features (Geography, History, Civics, Economics) are unique to the West region? Suggested timeframe: 6 weeks	6.1, 8.1, RI.4, SL.4, W.4
8	THE UNITED STATES AND BEYOND	How does the United States interact with our global society? What role does New Jersey play in our global society? Suggested timeframe: 5 weeks	6.1, 6.3, 8.1, SL.4, W.4

UNIT I: GEOGRAPHY

Essential Question: What is Geography and why is it important in the life of each student?

***Suggestion: This unit should be integrated throughout the curriculum.**

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
1. identify important locations and spatial relationships of places in New Jersey, the United States, and the world.	6.1.4.B.1 8.1.4.A.2	complete a world map labeling continents and oceans, include labeling the US and New Jersey. create a Venn diagram to analyze and categorize continents and oceans into hemispheres (eastern/western, northern/southern).	complete a map quiz which will be assessed by the teacher for accuracy and completeness will be assessed by teacher observation and student self- assessment using teacher-created checklist	Consult Atlas, Map, and Globe Unit in Nystrom Kit- <i>Our Country's History</i> To support student geography skills, consult <i>Geonet</i> at www.eduplace.com/kids/hmss05/
2. use latitude, longitude, and a global grid to locate places.	6.1.4.B.3	play a grid game: given a list of coordinates, students locate a place on a map (See Page 10 Music Activity in <i>States and Regions</i>). work in small groups to determine latitude and longitude, using write-on maps and globes from <i>Our Country's History</i> Nystrom Kit-Lessons 6 & 7 (latitude and longitude on globes and maps).	teacher observation using specified criteria peer assessment and teacher observation	Math Connection-These activities can be related to the math skills of using a coordinate grid.

UNIT I –GEOGRAPHY

Essential Question: What is Geography and why is it important in the life of each student?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		

<p>3. use map keys, legend, and map scale to analyze information and draw conclusions.</p>	<p>6.1.4.B.2 9.2</p>	<p>using a common map, students generate questions about key, legends, and scale. Teacher can use these to generate a class game, in a format such as <i>Jeopardy</i>, a geography bee, or a Question/Answer period.</p> <p>use directions and scale to locate places and to find distance using the write-on maps for the US and the world (Lesson 5 Nystrom Kit – <i>Our Country’s History</i>).</p> <p>create and label a map with symbols and a map legend; using the directions on the <i>Skillbuilder Transparency-Activity 2 “Make A Map”</i>.</p>	<p>teacher observation of student responses</p> <p>completed maps will be assessed by teacher for accuracy and completeness</p> <p>student self- assessment using a teacher-created checklist</p>	<p>Math Connection—These activities are related to math skills in measurement and interpretation of data</p> <p>Consult <i>Big Ideas and Skillbuilder Transparencies</i> Teacher Resource Book</p> <p>See <i>Create A Map</i> from <i>States and Regions</i>, pages 22-23</p>
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UNIT I –GEOGRAPHY

Essential Question: What is Geography and why is it important in the life of each student?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		

<p>4. define and identify the distribution of natural resources, and define and differentiate between nonrenewable and renewable resources.</p>	<p>6.1.4.B.8 8.1.4.A.2 SL.4.1 ELA.4.1-4, 5, 10</p>	<p>generate a list of renewable and nonrenewable resources using a graphic organizer, first in pairs or small groups, then in the large group (Consult <i>Unit Resources</i> from <i>States and Regions</i>, Page 10).</p> <p>in small groups, analyze the Resource Map on Page 27 in <i>States and Regions</i>, identifying the distribution of natural resources by interpreting the symbols on the map legend.</p> <p>write a persuasive essay on <i>Using Resources Wisely</i> (Page 28 in <i>States and Regions</i>, Language Arts Inset Box).</p>	<p>this will be assessed using teacher and peer review of completed graphic organizer</p> <p>this will be assessed by a teacher-led question/answer period, reinforcing the use of the map legend</p> <p>this will be assessed using appropriate criteria and rubrics</p>	<p>Math Connection- These activities are related to math skills in interpretation of data.</p> <p>Language Arts Connection- (Persuasive Writing Skills)</p>
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UNIT II – NEW JERSEY

Essential Question: What characteristics and events make New Jersey unique?

***Suggestion: This unit could be addressed throughout the year by referring to the “My State Handbook” topic of each unit in the *States and Regions* text.**

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		

<p>5. explain how land and climate affect life in New Jersey (Geography).</p>	<p>6.1.4.B.7 6.1.4.C.14 6.1.4.B.5, 7 8.1.4.A.4 SL.4.1</p>	<p>participate in a large group discussion to review land regions and counties of NJ studied in 3rd grade.</p> <p>participate in a class discussion on the following: “How can human interaction change the environment?”</p> <p>create a climate guide for five NJ towns using the three maps on textbook Page VI in New Jersey text.</p>	<p>appropriate criteria and rubrics</p> <p>teacher observation</p> <p>appropriate criteria and rubrics</p>	<p>This proficiency can be addressed at the end of Unit I in the <i>States and Regions</i> text using “My State Handbook” activity on page 62.</p> <p>Technology integration</p>
<p>6. apply their understanding of towns, states, and the national government to explain the organization and function of the New Jersey State government (Civics and Government).</p>	<p>6.1.4.A.6 6.3.4.A.1, 2 8.1.4.A.1, 2, 4 RL.4.1, 9.2</p>	<p>practice critical reading using <i>NJ Government</i> reading on pages 136-141 in NJ text. (Teacher will work with students individually, in pairs or small groups.)</p> <p>contact superintendent, mayor or local representative to discuss issues such as bullying, school uniforms, recycling, etc.</p> <p>create a timeline of recent state governors using pages R6-R8 of the New Jersey text. (Student may use computer technology to do so.)</p>	<p>teacher observation</p> <p>teacher observation</p> <p>teacher will check timeline for accuracy and completeness</p>	<p>This proficiency can be addressed at the end of Unit 2 in the <i>States and Regions</i> text using “My State Handbook” activity on page 122.</p> <p>Math Connection—sequence and intervals</p>

UNIT II – NEW JERSEY

Essential Question: What characteristics and events make New Jersey unique?

***Suggestion: This unit could be addressed throughout the year by referring to the “My State Handbook” topic of each unit in the *States and Regions* text.**

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		

<p>7. identify important aspects of the cultures and heritages present in New Jersey (Culture).</p>	<p>6.1.4.B.10 6.1.4.D.12, 13 RI.4.1-10</p>	<p>read about the people of NJ pages 154-155 of NJ text and apply the concepts to the cultures and heritage traditions of the students in the classroom. (A map indicating countries of origin for students may also be used.)</p> <p>create individual quilt squares about their heritage/culture (class quilt) which will be displayed in the room.</p>	<p>teacher observation, class discussion</p> <p>class presentations of quilt squares</p>	<p>This proficiency can be addressed at the end of Unit 3 in the <i>States and Regions</i> text using “My State Handbook” activity on page 180.</p> <p>This lesson is an opportunity to include respect for cultural differences, ethnic heritage and traditions.</p>
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UNIT II – NEW JERSEY

Essential Question: What characteristics and events make New Jersey unique?

***Suggestion: This unit could be addressed throughout the year by referring to the “My State Handbook” topic of each unit in the *States and Regions* text.**

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p> <p>8. describe products and services that are developed, grown, or manufactured in New Jersey, and the impact of the climate and geography of New Jersey on these (Economics).</p>	<p>6.1.4.B.6 6.1.4.C.14 8.1.4.A.2</p>	<p>Students will:</p> <p>design a billboard for the state of NJ displaying some of the products produced or grown in our state (consult ClipArt® p. I in NJ text and Silver Burdett text).</p> <p>complete a product map showing products of New Jersey and where these originate in the state.</p>	<p>will be assessed using established criteria and rubrics</p> <p>will be assessed using established criteria and rubrics</p>	<p>This proficiency can be addressed at the end of Unit 4 in the <i>States and Regions</i> text using “My State Handbook” activity on page 236.</p>

<p>9. recognize the importance of New Jersey’s role in the American Revolution and identify important historical figures of that time period (History)</p>	<p>6.1.4.D.8 RI.4.1-10</p>	<p>after discussing New Jersey as a crossroads and reading Pages 54-57 of the NJ text, students will create a timeline of events of the American Revolution</p>	<p>appropriate criteria and rubrics</p>	<p>This proficiency can be addressed at the end of Unit 5 in the States and Regions text using “My State Handbook” activity on page 298.</p>
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UNIT

III – REGIONS

Essential Question: What is a region? What makes a region special?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>10. identify the physical and human characteristics of places and regions.</p>	<p>6.1.4.B.4, 6, 10 6.1.4.C.14 6.1.4.D.10, 12 SL.4.1-4</p>	<p>identify Native American regions across the continental United States, using write-on maps from <i>Our Country's History</i> Nystrom Kit-Lesson 10-“The First Americans”.</p> <p>students will divide the classroom into regions by drawing boundary lines, each region will be labeled and students will need to explain why they placed the boundaries where they did (<i>States and Regions</i>, page 39).</p> <p>in partners or small groups, given a labeled map, use the map on page 44 to outline the four regions of the United States.</p>	<p>graphic organizer of Native American regions will be assessed for accuracy and completeness</p> <p>will be assessed using appropriate criteria and rubrics (See Performance Task Rubric, <i>States and Regions</i>, p. 39)</p> <p>this will be assessed using teacher-created checklist</p>	<p>See <i>Our Country's History</i> Nystrom Kit Manual, Lesson # 10D</p> <p><i>Scrambled States of America</i> (http://streaming.discoveryeducation.com/)</p>

UNIT

III – REGIONS

Essential Question: What is a region? What makes a region special?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
11. describe the way climate and weather impact human life in each region.	6.1.4.B.4 8.1.4.A.1, 2, 4	using <i>Kidspiration</i> ®, create a graphic organizer of the 6 major climate regions in the United States, including a city in each and its average temperature. (Refer to pages 54 and 55 in <i>States and Regions</i> .)	self-assess using teacher-created checklist. Feedback and guidance will be provided by the teacher.	Technology Connection Math Connection-These activities can be related to the math skills of interpretation of data. Science Connection- Climate/Weather

Essential Question: What characteristics and features are unique to the East Region?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
12. explain how the land and climate affect life in the East region of the United States.	6.1.4.B.4 6.1.4.C.14	create and label an outline map of the East region of the US, including states, capitals, and important physical features.	teacher will assess map for accuracy and completeness.	May use write-on maps

UNIT IV– REGIONS OF THE UNITED STATES - THE EAST

<p>13. understand how resources are used to produce goods and provide services to people in the East.</p>	<p>6.1.4.B.4 6.1.4.B.8 6.1.4.C.14 RI.5.1 SL.4.1</p>	<p>locate facts from the text to support several teacher-created opinion statements based on reading pages 72-75 in <i>States and Regions</i> text. (Refer to page 74, “Critical Thinking Activity” as a guide.)</p> <p>create a set of natural resource cards, on one side they will identify the resource found in the east, on the other side they will explain how it is used (ELL activity Page 79 of <i>States and Regions</i>)</p> <p>design a menu of foods from the Eastern region</p>	<p>teacher analysis of student responses</p> <p>peer evaluation to be used as flash cards</p> <p>assessed using appropriate criteria and rubrics</p>	<p>Language Arts Connection-distinguish fact from opinion</p>
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UNIT IV– REGIONS OF THE UNITED STATES - THE EAST

Essential Question: What characteristics and features are the unique to the East Region?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>14. describe the impact important people and events had on the history of the United States and the East:</p> <p>The American Revolution</p> <p>Heroes</p>	<p>6.1.4.D.8 6.1.4.D.5-8 8.1.4.A.1, 2, 4 RL.4.1-10 W.4.1</p>	<p>use write-on maps and graphs to classify colonies into colonial regions (Nystrom Atlas Activity 9).</p> <p>create a cause and effect chart on causes of the Revolution using Nystrom Activity Page 26 Revolutionary Protests.</p> <p>research a revolutionary war hero and create a stamp celebrating their historical accomplishments. Computer technology will be used to do so. Create a paragraph or chart with facts about their life and role in the revolution (differentiation by product).</p>	<p>teacher observations</p> <p>teacher analysis of students' graphic organizer</p> <p>will be assessed using established criteria and rubrics</p>	<p><i>Field Trip to Yesterday: The Road to Revolution</i> (http://streaming.discoveryeducation.com/)</p> <p><i>Six Revolutionary War Figures</i> (http://streaming.discoveryeducation.com/)</p> <p>Literature Connections include <i>Toliver's Secret</i> by Esther Wood Brady, and <i>George Washington's Socks</i> by Elvira Woodruff</p>

UNIT IV– REGIONS OF THE UNITED STATES - THE EAST

Essential Question: What characteristics and features are unique to the East Region?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
14. (continued)		view http://streaming.discoveryeducation.com/ video on six Revolutionary War figures. Select one historical figure and write a paragraph explaining why that person is so important.	will be assessed using specified criteria and rubrics	

V – – SOUTH unique to South?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		

UNIT REGIONS OF THE UNITED STATES THE

Essential Question: What characteristics and features are the

<p>15. explain how the land and climate affect life in the southern region of the United States.</p>	<p>6.1.4.B.4 6.1.4.C.4 8.1.4.A.1, 2, 4 8.1.4.E.2 RI.4.1-10 SL.4.1.1-4, 9.2</p>	<p>create and label an outline map of the South region, including states, capitals, and physical features. Computer technology may be used or write-on maps.</p> <p>in small groups, research and report on a typical summer and winter day in an assigned Southern state. Upon completion, students will share results and a large group discussion will follow, describing how climate and geography affects life for people in the South. (Research may involve the use of the Internet.)</p>	<p>teacher will assess map for accuracy and completeness</p> <p>will be assessed using specified criteria and rubrics</p>	<p>May use EWW Atlas</p>
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UNIT V – REGIONS OF THE UNITED STATES – THE SOUTH

Essential Question: What characteristics and features are unique to the South?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
16. understand how resources are used to produce goods and provide services to people in the South.	6.1.4.B.4 6.1.4.B.8 6.1.4.C.14 8.1.4.A.1, 2, 4 RI.4.1 SL.4.4	create a product map of the South indicating the products produced and where they are produced. create a flyer celebrating cotton in the south, its uses and the jobs that it creates. Use <i>Publisher</i> ® to do so. Internet research will also be used.	teacher will assess using appropriate criteria and rubrics teacher will assess using appropriate criteria and rubrics	Technology connection- Research

UNIT V – REGIONS OF THE UNITED STATES – THE SOUTH

Essential Question: characteristics unique to South?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		

What	and features are	the		
<p>17. describe the impact of historical events and important people on the South.</p> <p>Slavery</p> <p>Civil War</p> <p>Civil Rights</p>	<p>6.1.4.D.9 6.1.8.D.5.9 6.1.8.D.4.C 8.1.4.A.1, 2, 4 RI.4.1-10 W.4.2, 3</p>	<p>after reading from the text and the story <i>Go Free or Die</i>, write a diary entry of a southern slave including what life is like in the south versus the north.</p> <p>create a flip book highlighting the lives of the three important civil rights leaders discussed on pages 154-155 in <i>States and Regions</i>.</p> <p>view http://streaming.discoveryeducation.com/ videos and write a paragraph describing <u>one</u> historical event or person from the South and why that person or event is important.</p>	<p>appropriate criteria and rubrics</p> <p>appropriate criteria and rubrics</p> <p>appropriate criteria and rubrics</p>	<p>Video - <i>Our Friend Martin</i></p> <p><i>Go Free or Die</i> by Jeri Ferris</p> <p><i>American Heroes and Heroines: Dr. Martin Luther King Jr.</i> (http://streaming.discoveryeducation.com/)</p> <p><i>Dear America: Picture of Freedom: the Story of Clotee, a Slave Girl, Belmont Plantation, Virginia, 1859</i> (http://streaming.discoveryeducation.com/)</p>

VI- REGIONS OF THE UNITED STATES – THE MID-WEST

Essential Question: What characteristics and features are unique to the Midwest region?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
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The student will be able to:		Students will:		
<p>18. explain how the land and climate affect life in the Midwest region of the United States.</p>	<p>6.1.4.B.4 6.1.4.C.14 8.1.4.A.1, 2 W.4.2</p>	<p>create and label and outline map of the Midwest, including states, capitals, and physical features.</p> <p>in pairs or individually, graph extreme temperatures in the Midwest states and generate questions based on the data. (Refer to page 192 Math inset box in <i>States and Regions</i> text). Use <i>Excel</i>® to do so.</p> <p>individually write a letter suggesting the type of clothing needed by someone moving to this region. (Refer to page 193, “Writing Activity,” in the <i>States and Regions</i> text).</p>	<p>teacher will review map for accuracy and completeness</p> <p>teacher will assess using appropriate criteria and rubrics</p> <p>teacher will assess using appropriate criteria and rubrics</p>	<p>Science connections- Weather and Climate</p> <p>Math connections- These activities can be related to the math skills of graphing and data analysis.</p> <p>Technology connection- Using <i>Excel</i>® to graph and analyze data</p> <p>Language Arts connection- Expository writing</p>

UNIT VI- REGIONS OF THE UNITED STATES – THE MID-WEST

Essential Question: What characteristics and features are unique to the Midwest region?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
19. understand how resources are used to produce goods and provide services to people in the Midwest	6.1.4.B.4, 8 6.1.4.C.14	work in small groups to create a collage of products grown or manufactured in the Midwest. Research will be done using the Internet.	class presentation with peer critique	<i>Technology connection</i>

UNIT

VI- REGIONS OF THE UNITED STATES – THE MID-WEST

Essential Question: What characteristics and features are unique to the Midwest region?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
20. describe the impact of historical events and important people on the Midwest region.	6.1.8.B.4.a 6.1.4.C.16 6.1.4.B.6 8.1.4.A.1, 2, 4 8.1.4.E.2 RI.4.1-10	create an advertisement for the Homestead Act (challenge activity p. 207 <i>States and Regions</i>). analyze primary and secondary source documents about Lewis and Clark (Skill Transparency in <i>States and Regions</i> Pages 212-213).	assess using appropriate criteria and rubrics teacher observation	<i>Sarah Plain and Tall</i> by Patricia McLachlan

VII- – REGIONS OF THE UNITED STATES – THE WEST

Essential Question: What characteristics and features are unique to the West region?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		

UNIT

<p>21. explain how land and climate affect life in the West of the United States.</p>	<p>6.1.4.B.4 6.1.4.C.14</p>	<p>create and label and outline map of the West including states, capitals, and physical features.</p>	<p>teacher will review map for accuracy and completeness</p>	
<p>22. understand how resources are used to produce goods and provide services to people in the West.</p>	<p>6.1.4.B.4, 8 6.1.4.C.14 8.1.4.A.1, 2, 4 8.1.4.E.2 SL.4.1-4 W.4.2</p>	<p>in small groups, create mobiles that illustrate geographical features, plants, and animals in the West. Research will be done using print and Internet sources.</p>	<p>student-teacher conference to review contents of mobile using specified criteria</p>	<p>Science Connections- Climate and Weather; Roles of Living Things</p>
<p>23. describe the impact of historical events and important people on the West.</p>	<p>6.1.4.D.12 8.1.4.A.1, 2, 4 8.1.4.E.2 RI.4.1-10</p>	<p>view http://streaming.discoveryeducation.com/ video on national parks, then work in small groups to research and create a brochure about a national park in the west (refer to map on p.257 of <i>States and Regions</i>). Research will be done using print and Internet sources.</p>	<p>peer feedback and guidance during exhibit- style display</p>	<p><i>The Great Yellowstone Fire</i> by Carole Vogel and Kathryn A. Goldner in Houghton Mifflin Reading Series <i>National Parks: Yellowstone National Park</i> (http://streaming.discoveryeducation.com/)</p>

VII – REGIONS OF THE UNITED STATES – THE WEST

Essential Question: What characteristics and features are unique to the West region?

UNIT

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>23. (continued)</p>		<p>create a diorama of a Spanish mission (Act Box p. 264 of <i>States and Regions</i>).</p> <p>create a tri-fold about Westward Expansion including the Gold Rush, the Oregon Trail and the Transcontinental Railroad. Use technology to conduct research and <i>Publisher®</i> or <i>Microsoft Word®</i> to do so.</p>	<p>use appropriate criteria and rubrics</p> <p>appropriate criteria and rubrics</p>	<p><i>Roughing it on the Oregon Trail</i>, by Diane Stanley</p> <p><i>If You Traveled West in a Covered Wagon</i> by Ellen Levine</p> <p><i>The Oregon Trail</i> (http://streaming.discovereducation.com/)</p>

VIII – THE UNITED STATES AND BEYOND

Essential Question: How does the United States interact with the rest of the world?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
24. identify what a democracy is and explain how leaders and representatives are chosen in the United States. SOCIAL STUDIES GRADE 4 UNIT	6.1.4.A.2, 4, 7 SL.4.1-4	following reading as a class, discuss election process and hold a mock election-differentiation of student roles and products based on student interest and skills levels.	teacher observation	Literature connection: <i>The Kid Who Ran For President</i> by Dan Gutman
25. explain the significance of important American documents and symbols.	6.1.4.D.5 6.1.4.D.17 SL.4.1-4 W.4.2	after viewing the http://streaming.discoveryeducation.com/ video and studying American symbols (pages 312-313 in <i>States and Regions</i>), choose a symbol and explain its significance to the U.S. and themselves.	appropriate criteria and rubric	<i>Symbols of America</i> (http://streaming.discoveryeducation.com/)
26. use problem-solving skills to recognize the importance of treating others in a respectful, fair and equitable way.	6.1.4.A.3 6.3.4.A.3 6.3.4.B.1 6.3.4.C.1 6.3.4.D.1	role play scenarios of bullying or unequal treatment. They will freeze and then meet in small groups to decide how to resolve the situation. They will present their conclusions to the class. create a proposal for a fundraiser, canned food drive, or community clean up. create an Anti-Bullying school banner and policy promoting	teacher observation appropriate criteria and rubric appropriate criteria and rubric	Related to anti-bullying and prejudice reduction-Health connection

respect and tolerance.

VIII-- THE UNITED STATES AND BEYOND

Essential Question: How does the United States interact with the rest of the world?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		

UNIT

<p>27. describe the role of each of the three branches of government in the United States.</p>	<p>6.1.4.A.5 8.1.4.A.1, 2</p>	<p>after viewing http://streaming.discoveryeducation.com/) video, create a tree diagram using <i>Kidspiration</i>® classifying duties of each branch of the U.S. government under the constitution.</p>	<p>teacher observation and class discussion</p>	<p><i>The American Government</i> (http://streaming.discoveryeducation.com/)</p>
<p>28. define heritage and describe ways people in the United States celebrate their heritage.</p>	<p>6.1.4.D.12 8.1.4.A.1, 2 W.4.2 SL.4.1-4, 6</p>	<p>view http://streaming.discoveryeducation.com/)video and write an essay describing ways their family celebrates one of the national holidays. Share with classmates in large group.</p> <p>class presentation and discussion using Internet research.</p>	<p>class presentation and discussion</p> <p>teacher observation and class discussion</p>	<p><i>America: A Land of Many People</i> (United Streaming Video)</p> <p>Language Arts connection</p>

UNIT VIII – THE UNITED STATES AND BEYOND

Essential Question: How does the United States interact with the rest of the world?

PROFICIENCIES/OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>29. describe how the United States interacts with other nations through trade, treaties, and international organizations.</p>	<p>6.1.4.C.18 8.1.4.A.4 SL.4.1-4, 6</p>	<p>create a three-column chart as a class with these headings: Alliance, Type, U.S. Allies (Leveled Practice p. 349 in <i>States and Regions</i>).</p>	<p>class participation and discussion</p>	<p>Language Arts writing connection: Good opportunity for persuasive writing activity (p. 350 Language Arts in <i>States and Regions</i>)</p>

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SOCIAL STUDIES GRADE 4

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SOCIAL STUDIES GRADE 4

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**APPENDIX A SAMPLE
AUTHENTIC ASSESSMENT**

SAMPLE AUTHENTIC ASSESSMENT

You are a travel agent and have been asked to create a presentation, using the program *PowerPoint*®, for potential customers that will be traveling to different areas of the United States. This presentation is based on a *PowerPoint*® template and will contain one slide for each of the six major climate regions in the United States.

As indicated on the slide templates, each slide should contain a label of a city in the region. One of the regions will contain an *Excel*® chart, completed from the chart template, containing the average yearly temperature. The graphic organizer slide on the template, will include a graphic organizer for one region that you would like to travel to and four reasons why you wish to go there. Slides may also include maps and images that depict weather and activities from the region, so customers will find your presentation both informative and appealing.

<i>Response Level</i>	Levels of Performance
SOCIAL STUDIES GRADE 4 Expert	<p>The student demonstrates appropriate research strategies and procedures and all or most parts of the task are successfully completed.</p> <p>The student demonstrates a clear understanding of the key concepts of climate regions and is able to apply these concepts to the task.</p> <p>The student presented the <i>PowerPoint</i>® using appropriate communication skills.</p> <p>Student work and explanations are clear.</p> <p>Additional illustrations and information reinforce the concepts and skills.</p>
Practitioner	<p>The student demonstrates appropriate research strategies and procedures and most parts of the task are successfully completed.</p> <p>The student demonstrates an understanding of the key concepts of climate regions and is able in most cases to apply these concepts to the task.</p> <p>The student presented the <i>PowerPoint</i>® using appropriate communication skills for the most part.</p> <p>Student work and explanations are generally clear.</p> <p>Additional illustrations and information may reinforce some of the concepts and skills.</p>
Apprentice	<p>The student demonstrates some appropriate research strategies and procedures and some parts of the task are successfully completed.</p> <p>The student demonstrates an understanding of some of the key concepts of climate regions and is able in some cases to apply these concepts to the task.</p> <p>The student presented the <i>PowerPoint</i>® using some appropriate communication skills.</p> <p>Student work and explanations may or may not be clear.</p> <p>Additional illustrations and information may reinforce some of the concepts and skills.</p>
Beginner	<p>The student demonstrates few appropriate research strategies and procedures and few or some parts of the task are successfully completed.</p> <p>The student demonstrates little understanding of some of the key concepts of climate regions and may not be able in some cases to apply these concepts to the task.</p> <p>The student presented the <i>PowerPoint</i>® with few appropriate communication skills.</p> <p>Student work and explanations are not consistently clear.</p>

Additional illustrations and information may or may not reinforce some of the concepts and skills.

APPENDIX B

NEW JERSEY STUDENT LEARNING STANDARDS AND MODIFICATIONS

Social Studies Standards: <http://www.nj.gov/education/cccs/2014/ss/>

21st Century Life and Careers Standards: <http://www.nj.gov/education/aps/cccs/career/>

Technology Standards: <http://www.nj.gov/education/aps/cccs/tech/>

English Language Arts Standards: <http://www.nj.gov/education/aps/cccs/lal/>

Math Standards : <http://www.nj.gov/education/aps/cccs/math/>

Suggestions for Modifications and Adaptions: [Modifications and Adaptions](#)

