

Fairfield Township School District

Curriculum Guide Grade 4

SOCIAL STUDIES

UNIT 1: MAP AND GEOGRAPHY SKILLS

Subject: Social Studies	Grade Level: 4
Unit 1.1: Map & Geography Skills	Pacing: 2 Weeks (approximately)
Essential Questions	Enduring Understandings
<p>What are the different functions of maps and how they are used?</p> <p>How do maps help us locate different places in the world?</p> <p>Why is it important to study different types of maps?</p> <p>What makes places unique and different?</p>	<p>Geography studies the relationships between people, places, and environments by showing information about them in spatial context.</p> <p>Information on different maps is useful in helping us know more about people who live there.</p>
NJSLS-SS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to</p>	<p><u>Objectives:</u></p> <p>Identify, define and apply basic map skills including longitude, latitude, prime meridian, equator, hemisphere, map key, symbols, compass rose and map scale.</p> <p>Locate different places in the world.</p> <p>Tell what makes places unique and different.</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, current magazine/newspaper articles,</p>

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<p>measure distances and to determine time zones and locations using latitude and longitude.</p>	<p>visual aids, manipulatives</p> <p>Activities: Use a map scale to calculate the distance between cities, use latitude and longitude to tell which city and located at given coordinates, and match city with the coordinates on a map, label map with continents and oceans, use map to show USA major industries, use map and legend on page to answer questions, field trip to corn maze, so students can use map reading skills.</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework</p> <p>Enrichment: Computer-based research, class presentation, higher-level thinking tasks</p> <p>Limited English Proficiency: Vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>CRP11. Use technology to enhance productivity.</p>	
<p><u>Unit Resources: (related websites, reference materials, etc.)</u></p> <p>Textbook: Our Country's Regions</p>	
<p><u>Unit Assessment Opportunities:</u></p> <ul style="list-style-type: none">* Journal Entries and Response Sheets* Observations, Questioning, and Discussions* Class Webs* Presentations* Collaboration* Projects* Rubrics* Unit Test	

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Unit 1.2: United States: A Varied Land	Pacing: 3 Weeks (approximately)
Essential Questions	Enduring Understandings
<p>How do geographical regions and landforms compare/contrast to one another?</p> <p>How do landforms, climate, weather and resources impact where and how people live and work in each region?</p>	<p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p>In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</p> <p>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p>Places are jointly characterized by their physical and human properties.</p> <p>The physical environment can both accommodate and be endangered by human activities.</p> <p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p> <p>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>
NJSLS-SS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial</p>	<p><u>Objectives:</u></p> <p>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</p>

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relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

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.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

interdependence.

Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

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.

Describe how human interaction impacts the environment in New Jersey and the United States.

Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

Explain why some locations in New Jersey and the United States are more suited for settlement than others.

Compare ways people choose to use and distribute natural resources.

Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids,

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modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CRP11. Use technology to enhance productivity.

Unit Resources: (related websites, reference materials, etc.)

Textbook

The Amistad Commission's Literacy Components for Primary Grades:

•<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

•<http://www.state.nj.us/education/holocaust/resources/literacy.pdf>

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Rubrics
- * Unit Test
- * Time Lines

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Unit 1.3: Economics & Resources	Pacing: 3 Weeks (approximately)
Essential Questions	Enduring Understandings
<p>How do major industries located in NJ impact the economy?</p> <p>How have industry, technology and transportation changed the way we interact with the land?</p>	<p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p> <p>People make decisions based on their needs, wants, and the availability of resources. Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</p> <p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p>
NJSLS-SS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p>	<p><u>Objectives:</u></p> <p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>Compare ways people choose to use and distribute natural resources.</p> <p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>Explain how the availability of private and public goods and services is influenced by the global market and government.</p>

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6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.D.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Unit Resources: (related websites, reference materials, etc.)

Textbook

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Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
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- * Unit Test
- * Time Lines

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SOCIAL STUDIES, GRADE 4

UNIT 2: FOUNDATIONS AND REGIONS OF US

Subject: Social Studies	Grade Level: 4
Unit 2.1: Foundations of the United States (Melting Pot / Government)	Pacing: 6 Weeks (approximately)
Essential Questions	Enduring Understandings
<p>Why do we have rules and laws?</p> <p>To what extent should society control individuals?</p> <p>How do governments balance the rights of individuals with the common good?</p> <p>What should be the goals and responsibilities of government?</p> <p>How are the United States and New Jersey Governments organized and how do they communicate?</p> <p>How does the Constitution protect individual rights and limit the power of the government?</p> <p>What is freedom and is everyone entitled to it?</p>	<p>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p> <p>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.</p> <p>United States is a country made up of immigrants and varied cultures.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</p>
NJSLS-SS Standards	Classroom Application
Students who demonstrate understanding can:	Objectives:
6.1.4.A.3 Determine how “fairness,”	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of

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“equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government

6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government

6.1.4.A.6 Explain how national and state governments share power in the federal system of government.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

United States government.

Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.

Distinguish the roles and responsibilities of the three branches of the national government

Explain how national and state governments share power in the federal system of government.

Explain how key events led to the creation of the United States and the state of New Jersey.

Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, current magazine/newspaper articles, visual aids, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

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RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
CRP1. Act as a responsible and contributing citizen and employee.
CRP5. Consider the environmental, social and economic impacts of decisions.

Unit Resources: (related websites, reference materials, etc.)

Textbook

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
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Subject: Social Studies	Grade Level: 4
Unit 2.2: Regions of United States	Pacing: 6 Weeks (approximately)
Essential Questions	Enduring Understandings
How do four geographical region and landforms compare/contrast to one another?	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. In an interconnected world, increased collaboration is needed by

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	<p>individuals, groups, and nations to solve global problems.</p> <p>Places are jointly characterized by their physical and human properties.</p> <p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p>
NJSLS-SS Standards	Classroom Application
<p>Students who demonstrate understanding can:</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p><u>Objectives:</u></p> <p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.</p> <p>Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences</p> <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure</p> <p>Strategies: Think-pair-share, Read Aloud, Jigsaw, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education,</u></p>

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Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework
Enrichment: Computer-based research, class presentation, higher-level thinking tasks
Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CRP2. Apply appropriate academic and technical skills.

Unit Resources: (related websites, reference materials, etc.)

Textbook: Our Country's Regions

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Rubrics
- * Unit Test
- * Time Lines

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SOCIAL STUDIES, GRADE 4

UNIT 3: NEW JERSEY

Subject: SOCIAL STUDIES	Grade Level: 4
Unit 3.1: NEW JERSEY Geography & Regions	Pacing: 4 weeks (approximately)
Essential Questions	Enduring Understandings
<p>How do four geographical region and landforms compare/contrast to one another?</p> <p>How do landforms, climate, weather and resources impact where and how people live and work in each region?</p> <p>How do major industries located in NJ impact the economy?</p> <p>How have industry, technology and transportation changed the way we interact with the land?</p>	<p>New Jersey is a Middle Atlantic state with many interesting features and different landforms.</p> <p>Each region developed its own based on resources, agriculture, climate, industry and physical features.</p> <p>New Jersey has a moderate climate that supports a variety of plants, animals, and natural resources.</p>
NJSLS-SS Standards	Classroom Applications
<p>6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.</p> <p>6.1.4.B.4 Describe how landforms, climate</p>	<p>Objectives: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey have contributed to cultural diffusion and economic interdependence.</p> <p>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.</p>

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and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.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.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

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.

Explain why some locations in New Jersey and the United States are more suited for settlement than others.

Compare ways people choose to use and distribute natural resources.

Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

Activities:

- Project- New Jersey project that includes state seal, bird, flower, animal, regions, flag, insect, tree, and etc.
- Project- Regions of NJ project- label and describe each region
- Describe the geography of New Jersey by using map, and identify and label the regions of New Jersey.
- In a project analyze the resources, agriculture, climate, industry, and physical features of each region.
- Create a graphic aid for each region and identify and label the regions of New Jersey.
- Differentiate the resources of each region.
- Analyze the resources, agriculture, climate, industry, and physical features of each region.

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives; (5 page state booklet)
www.superteacherworksheets.com ; www.internet4classrooms.com

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

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	Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework Enrichment: Computer-based research, class presentation, higher-level thinking tasks Limited English Proficiency: Vocabulary support, word/picture association, visual aids
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Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.

Unit Resources: (related websites, reference materials, etc.)

Textbook:

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

http://www.nj.gov/state/historical/dos_his_teachers.html#2

Unit Assessment Opportunities:

* Journal Entries and Response Sheets

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- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Timelines
- * Rubrics
- * Chapter Tests

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Unit 3.2: Early Settlers of NJ	Pacing: 4 weeks (approximately)
Essential Questions	Enduring Understandings
<p>Why is it important to study early people of New Jersey?</p> <p>How did the land of New Jersey shape the lives of the Lenni Lenape?</p> <p>How might culture shape aspects of peoples' lives such as where they live, the work they do, the clothes they wear, what they believe in and how they behave around others?</p> <p>What caused many European explorers to look for a sea route to Asia through the Americas?</p> <p>What impact did increased contact with European settlers have on the Delaware?</p>	<p>People who lived before us shaped our lives.</p> <p>The Lenni Lenape's rich culture was well adapted to available resources.</p> <p>European settlers and Lenni Lenape faced conflicts as their cultures collided.</p> <p>Lenni Lenape contributions can be seen throughout NJ today.</p> <p>European and Delaware cultures had different ideas about land and material goods. These differences led to conflicts.</p>
NJSLS-SS Standards	Classroom Applications
<p>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.</p> <p>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p>	<p>Objectives:</p> <p>Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>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.</p>

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6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.

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.

Explain the role Governor William Livingston played in the development of New Jersey government.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

Activities:

- Compare and contrast the life of the Lenni Lenape before European arrival and after.
- Write a journal entry from a Lenni Lenape’s point of view about a typical day in the village.
- Create a time line of important dates in the settlement of New Jersey
- Do a project on a certain aspect of the Lenni Lenape culture. For example, student may research more information on the food of the Lenni Lenape and complete a report on the food of the Lenape.

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CRP2. Apply appropriate academic and technical skills.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP11. Use technology to enhance productivity.

Unit Resources: (related websites, reference materials, etc.)

Textbook

- www.internet4classrooms.com
- www.lenape.org
- www.lenapelifeways.org/lenape4.htm

Moore School Library Resources:

The Colony of New Jersey Corinne J. Naden.

All around New Jersey Mark Stewart.

Colonial New Jersey John T. Cunningham

It happened in New Jersey (series)

Websites:

<http://www.state.nj.us/state/historykids/teachersGuide.htm>

http://www.nj.gov/state/historical/dos_his_teachers.html#2

Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
- * Class Webs
- * Presentations
- * Collaboration
- * Projects
- * Timelines

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- * Rubrics
- * Chapter Tests

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Unit 3.3: Modernization of NEW JERSEY	Pacing: 4 weeks (approximately)
Essential Questions	Enduring Understandings
<p>How does the economy function in New Jersey?</p> <p>What are the roles of goods and services in the economy?</p> <p>How are taxes collected and the money used?</p> <p>How do needs, wants, supply demand affect the economy?</p> <p>How has the development of transportation, communications, and manufacturing effected the development of New Jersey and its population?</p> <p>How do people from diverse backgrounds work together to address issues such as terrorism and conflicts?</p>	<p>New Jersey's economy involves various good and services which are affected by supply and demand of the product or service. Income and budget are functions of a consumer's spending habits.</p> <p>New Jersey's majors cities and ports have an impact on New Jersey's economy.</p> <p>Local, state, and national governments play an important part in the economy by collecting taxes to pay for services.</p> <p>The development of transportation and communications had a huge impact on the development of suburbs and cities in New Jersey.</p> <p>Terrorist acts in the world have had an impact on New Jersey and the US</p>
NJSLS-SS Standards	Classroom Applications
<p>6.1.4.B.10 Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p> <p>6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p>	<p><u>Objectives:</u></p> <p>Compare ways people choose to use and distribute natural resources.</p> <p>Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>

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6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

Extra Support: 1:1 teacher redirect/re-teach, peer helper, visual aids, modified tests and quizzes, homework

Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

Connections to other content areas, including 21st Century Skills:

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CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

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Unit Resources: (related websites, reference materials, etc.)

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Textbook: Silver Burdett Ginn New Jersey USA Grade 4

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Websites:

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Unit Assessment Opportunities:

- * Journal Entries and Response Sheets
- * Observations, Questioning, and Discussions
- * Comprehension Checks in Literature
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Unit 3.4: NEW JERSEY: The Road to a New Nation & Independence	Pacing: 4 weeks (approximately)
Essential Questions	Enduring Understandings
<p>What were the major views and conflicts of the Patriots and Loyalists that contributed to the Revolutionary War?</p> <p>Why was the Declaration of Independence written?</p> <p>What events preceded the Revolutionary War?</p> <p>Why was New Jersey an important battleground during the Revolutionary War?</p> <p>What is the importance of the constitution of the United States?</p> <p>Who were the important contributors on the road to independence?</p>	<p>Patriots and Loyalists were colonists with two different views.</p> <p>The Patriots wanted independence from England, and the loyalists supported England.</p> <p>The British and colonists had many conflicts, which resulted in the Revolutionary War.</p> <p>Taxation without representation was a major issue between the Colonists and the British.</p> <p>New Jersey held an important role in the Revolutionary War.</p> <p>The Declaration of Independence is a major document in America history that expresses key principles, ideas and beliefs of Americans.</p> <p>The constitution was written as a basic plan for the United States Government to follow</p>
NJSLS-SS Standards	Classroom Applications
<p>6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.</p> <p>6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</p>	<p><u>Objectives:</u></p> <p>Determine the significance of New Jersey’s role in the American Revolution.</p> <p>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p> <p>Explain the role Governor William Livingston played in the development of New Jersey government.</p> <p>Identify major cities in New Jersey as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>

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Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Small Group, Whole Group, Independent Work, Closure

Strategies: Think-pair-share, Read Aloud, Jigsaw, Guided Explorations, Projects

Activities:

- Field trip to Trenton – Old Barracks to experience and participate in Revolutionary War-like atmosphere.
- Create a timeline of events documenting New Jersey’s involvement and major battles in war.
- Outline key points of the Constitution.
- Role play a debate contrasting the views of the colonists and loyalists.
- Field trip to Constitution Center in Philadelphia, PA.

Materials: Mentor Texts, New Jersey USA textbook, current magazine/newspaper articles, DVDs, Internet, Technology (Smartboard, Power Point, etc.), supplemental books, visual aids, maps, timelines, manipulatives

Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):

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Enrichment: Computer-based research, class presentation, higher-level thinking tasks

Limited English Proficiency: Vocabulary support, word/picture association, visual aids

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