Grade Level / Content Area: Grade 4 Social Studies Curriculum

Unit 1 United States Government

Course Description:

In this unit, students will be presented with the following task:

Your principal has a busy year ahead and wants some help from his/her wonderful students. Using inspiration from the United States government, s/he wants you to propose a plan for a fair, balanced, democratic School Student Government.

Big Ideas:

Citizens must understand their government.

Essential Questions	**Enduring Understandings**
● How does "fairness", "equality", and "the common good" play a role in the United States government? ● How can people or groups bring about changes in the government, policies, and laws? ● How can you compare and contrast the different means that people have used to bring about change in the United States government over time? ● How can your voice be heard?	● Governments are structured to address the basic needs of the people in a society. ● The principles and ideals underlying American democracy are designed to promote the freedom of the American people. ● Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
Areas of Focus: 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy. 6.1.4.A.3 Determine how "fairness," "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.	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* Instructional Focus: ● Bill of Rights & The Constitution ● Organization of Government and Checks and Balances ● Civil Rights ● Making a Change ● Governing System Planning Sample Assessments: ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay

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.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.A.12 Explain the process of creating change at the local, state, or national level. 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	● Compare/contrast on Venn diagram ● Answer essential questions Instructional Strategies: ● KWL chart ● Video research ● Read and research ● Partnership discussions ● Write persuasive letters ● Create GoogleSlides presentation Interdisciplinary Connections Technology Integration Global Perspectives

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Grade Level / Content Area: Grade 4 Social Studies Curriculum

Unit 2 NJ in the Revolutionary War

Course Description:

In this unit, students will be presented with the following task:

McGraw Hill is insisting that the new edition of their history textbook doesn't have enough room to teach about how New Jersey's involvement in the Revolutionary War. In order to convince them, you need to design an appealing, informative chapter that they can include in their textbook so that people remember the importance of our small, but powerful state.

Big Ideas:

New Jersey is considered the crossroad of the American Revolution.

Essential Questions	**Enduring Understandings**
● Why did New Jersey have a vital role in the American Revolution? ● How did the battles in New Jersey influence the war as a whole? ● Was fighting for independence the right move for New Jersey? ● How might New Jersey's geography have influenced the Revolutionary War?	● New ideas can lead to conflict and change. ● Individuals and groups have struggled to attain equality. ● Leadership and geography can play a significant role in the outcome of war.
Areas of Focus: 6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution. 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War. 6.1.8.D.3.c Analyze the impact of George Washington as general of the American	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* Instructional Focus: ● People of the Revolution ● Battles and Geography ● Political Propaganda ● Finishing Chapter and Presentations Sample Assessments: ● Exit tickets ● Journal activities ● Quizzes

revolutionary forces and as the first president of the United States. 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 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.	● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions Instructional Strategies: ● KWL chart ● Video research ● Read and research ● Research centers ● Partnership discussions ● Write persuasive letters ● Create GoogleSlides presentation Interdisciplinary Connections Technology Integration Global Perspectives

NOTE re: Examples, Outcomes and Assessments

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21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content

area):
Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Grade Level / Content Area: Grade 4 Social Studies Curriculum

Unit 3 Regions of the USA

Course Description:
In this unit, students will be presented with the following project:
As people are planning their vacations, they immediately think about going outside of the United States and visiting other continents, nearby islands, etc. People don't know or realize what's in their own backyard or a short plane/train/car ride away. You have been hired by the United States Department of Tourism to convince people to plan vacations within the 5 regions of the United States.

Big Ideas:
To provide freedom, can one country impose its values on another?

Essential Questions	**Enduring Understandings**
● What makes places unique and different? ● Why do people choose to settle in a different area? ● How does each region of the USA maintain its own identity while being a part of a larger configuration? ● How does where people live influence how they live?	● People tend to justify their actions based on ideals and principles. The movement of people and ideas affects all. ● The westward expansion of the United States was closely related to the concept of Manifest Destiny, which many used as justification for America's territorial expansion • The story of westward expansion involved settlers moving onto land already occupied by Native Americans
Areas of Focus: 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.	**Examples, Outcomes, Assessments** *(see note below about the content of this section)* Instructional Focus: ● 5 regions of the USA ● Inquiry using current state tourism

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. 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.9 Compare and contrast how the availability of resources affects people across the world differently. 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 play in economic opportunities.	commercials ● Planning for what goes into their own videos for assigned region ● Mail Race ● Geography, Climate ● Something for everyone (Restaurants, Beaches, Aquariums, HIstoric Sites, Recreation) ● Creating Video and supporting resources/visuals ● Presentations Sample Assessments: ● Timeline ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions Instructional Strategies: ● Research ● Compare/contrast ● Debate ● Map skills ● Centers ● Write around Interdisciplinary Connections Technology Integration Global Perspectives

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

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Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy