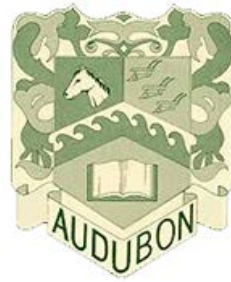


Audubon Public Schools



Grade 4: Social Studies

Curriculum Guide

Developed by:

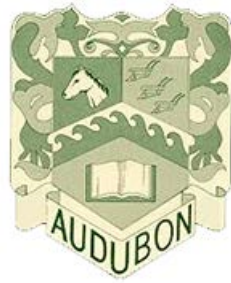
Mr. Zachary Bentley

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August , 2020

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Course Description

Grade 8: Social Studies

This course will focus on the elements of Civics and American government. It will offer students a strong introduction to government, citizenship, and the American economic and legal systems. Various activities will enable students to acquire skills to analyze how past and present interactions have shaped our American heritage. Connections between content to current civic issues are a theme throughout the course from a multitude of regionalized perspectives. Relevant activities will help students learn what comprises our local, state and federal governments with a strong focus on primary source documents. An emphasis will be placed on the development of writing and critical thinking skills. This will help them understand the election process and other pertinent information needed to be successful in United States History I and II courses at Audubon High School.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.1.5.GeoPP.1 ● 6.1.5.GeoPP.2 ● 6.1.5.GeoPP.5 ● 6.1.5.GeoPP.6 ● 6.1.5.GeoPP.6 ● 6.1.5.GeoSV.5 ● 6.1.5.HistoryCC.1 ● 6.1.5.HistoryCC.6 ● 6.1.5.HistoryCC.8 ● 6.1.5.HistoryUP.2 ● 6.1.5.HistoryUP.4 	<ul style="list-style-type: none"> ● RI.4.2. ● RI.4.4. ● RI.4.6. ● RI.4.9. ● W10. ● SL 4.1
Unit 2	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.2 ● 6.1.5.CivicsPI.3 ● 6.1.5.CivicsPI.4 ● 6.1.5.CivicsPI.5 ● 6.1.5.CivicsPD.1 	<ul style="list-style-type: none"> ● RI.4.2. ● RI.4.4. ● RI.4.6. ● RI.4.9. ● W1 ● W10. ● SL 4.1
Unit 3	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.1 ● 6.1.5.HistoryUP.2 ● 6.1.8.HistoryCC.4.d ● 6.1.12.HistoryUP.5.a ● 6.1.12.HistoryCA.3.b ● 6.1.5.CivicsHR.4 	<ul style="list-style-type: none"> ● RI.4.2. ● RI.4.3. ● RI.4.4. ● RI.4.6. ● W3 ● W10

	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.6 	<ul style="list-style-type: none"> ● SL 4.1
Unit 4	<ul style="list-style-type: none"> ● 6.1.2.Geo.HE.1 ● 6.1.2.Geo.HE.2 ● 6.1.2.Geo.HE.3 ● 6.1.2.Geo.HE.4 ● 6.1.2.Geo.GI.2 ● 6.1.5.GeoPP.1 ● 6.1.5.GeoPP.2 ● 6.1.5.GeoHE.2 ● 6.1.5.GeoSV.1 ● 6.1.5.GeoSV.2 ● 6.1.5.GeoSV.4 ● 6.1.5.EconEM.4 	<ul style="list-style-type: none"> ● RI.4.2. ● RI.4.4. ● RI.4.7. ● W2 ● W3 ● W10 ● SL 4.2

Social Studies	Grade 4	Unit 1	1st Trimester
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Focus Indicator	
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism
6.1.5.GeoPP.2	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.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. n.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions
6.1.5.HistoryC C.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryC C.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.HistoryC C.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.5.HistoryU P.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryU P.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups

Companion Standards	
RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
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.
W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL 4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Formative Assessments	Summative Assessments
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<ul style="list-style-type: none"> ● Group Work ● Quick Writing ● Whiteboard work ● Exit Slips ● Journal 	<ul style="list-style-type: none"> ● Test ● Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Reading passages 	<ul style="list-style-type: none"> ●
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. <ul style="list-style-type: none"> ○ NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● Informational writing in social studies using similar structures. <ul style="list-style-type: none"> ○ NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ○ NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● Consistent Academic Language ● Vocabulary context clues ● Writing from viewpoints ● Writing using text structures 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Theme and main idea are the messages a writer wants to convey to her or his audience. ● The Lenape Natives of New Jersey are the start of our state's history. ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? 	<ul style="list-style-type: none"> ● How do readers determine theme or main idea? ● How did natives use the land and natural resources of New Jersey to create communities. ●

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills

- Creativity
- Innovation
- Critical Thinking

- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Quick Writing ● Whiteboard work ● Exit Slips ● Journal 	<ul style="list-style-type: none"> ● Test ● Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Reading passages 	<ul style="list-style-type: none"> ● https://nj.gov/hangout_nj/ ● https://www.state.nj.us/state/historykids/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structure ● Consistent Academic Language ● Vocabulary context clues ● Writing opinions essays ● Writing using text structures 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. ● In a representative democracy, individuals play a role in how government functions. ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). 	<ul style="list-style-type: none"> ● How can citizens make an impact on government ● How is the government in New Jersey organized and how does that relate to the federal government ● How can citizens make change in their government

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Social Studies	Grade 4	Unit 2	2nd Trimester
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Focus Indicator	
6.1.2.Geo.HE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.Geo.HE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.Geo.GI.2	Use technology to understand the culture and physical characteristics of regions.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	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.
6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.EconEM.4	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.
Companion Standards	
RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Quick Writing ● Whiteboard work ● Exit Slips ● Journal 	<ul style="list-style-type: none"> ● Test ● Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Reading passages 	<ul style="list-style-type: none"> ●
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. <ul style="list-style-type: none"> ○ NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text. ● Informational writing in social studies using similar structures. <ul style="list-style-type: none"> ○ NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ○ NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● Consistent Academic Language ● Vocabulary context clues 	

<ul style="list-style-type: none"> ● Writing narrative stories ● Writing from viewpoints ● Writing using text structures 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● A difference in geography has led to a difference in economic opportunities in New Jersey. ● New Jersey has a wide variety of geographic differences. ● New Jersey has many unique locations. 	<ul style="list-style-type: none"> ● How has New Jersey’s geography helped shape the different regions? ● What are the different activities you can do in New Jersey’s different regions? ● Have the major cities surrounding New Jersey impacted how and where people live?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Social Studies	Grade 4	Unit 3	2nd/3rd Trimester
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Focus Indicator	
6.1.5.HistoryU P.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryU P.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.HistoryC C.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.1.12.History UP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.GeoHE. 5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.History CA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
6.1.5.CivicsHR .4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.HistoryU P.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryS E.2:	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.5.CivicsPR. 2	Describe the process by which immigrants can become United States citizens.
Companion Standards	
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.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Quick Writing ● Whiteboard work ● Exit Slips ● Journal 	<ul style="list-style-type: none"> ● Test ● Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Reading passages 	<ul style="list-style-type: none"> ● http://teacher.scholastic.com/activities/immigration/tour/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. <ul style="list-style-type: none"> ○ NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● Informational writing in social studies using similar structures. 	

<ul style="list-style-type: none"> ○ NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ○ NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> ● Consistent Academic Language ● Vocabulary context clues ● Writing narrative stories ● Writing from viewpoints ● Writing using text structures 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Immigrants came to America, specifically through Ellis Island, for a variety of reasons. ● The journey to America was a hardship many immigrants endured. ● Many of these cultures that immigrated to America have influenced today’s society. 	<ul style="list-style-type: none"> ● How has immigration shaped American culture? ● How have we celebrated our differences? ● What cultural traditions does your family do?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

