

# Clinton-Glen Gardner School District



## Curriculum Management System

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**Social Studies**

**Grade 4**

**August 2015**

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015  
Revised: August 15, 2015**

# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Supervisor of Special Services**

## BOARD OF EDUCATION

**Mr. Robert Moul, President**  
**Mr. Brendan McIsaac, Vice President**  
**Mr. Charles Sampson**  
**Mr. Craig Sowell**

## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Jessica Latanzio Crespo  
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**21<sup>st</sup> Century Life and Careers Integration:** Jessica Latanzio Crespo  
Barbara Shaffer

# **Clinton-Glen Gardner School District**

## **Mission**

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

In today's world, students are faced with complex challenges that have global implications and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare students to become global citizens. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Social studies provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The curriculum fosters the development of students who:

- Are civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities
- Make informed decisions about local, state, national, and global events based on inquiry and analysis
- Consider multiple perspectives, value diversity, and promote cultural understanding
- Recognize the implications of an interconnected global economy
- Appreciate the global dynamics between people, places, and resources
- Communicate ideas by identifying a problem, developing a solution and sharing with others

**New Jersey State Department of Education  
Core Curriculum Content Standards**

**A note about Social Studies Standards and Cumulative Progress Indicators.**

**The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. This curriculum was revised to reflect minor revisions made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.**

## Grade 4 Social Studies

### Scope and Sequence

Quarter I	
<p><b>Topic: Development, Symbols &amp; People of New Jersey</b></p> <p>I. State symbols</p> <ol style="list-style-type: none"> <li>a. Tree</li> <li>b. Fruit</li> <li>c. Fish</li> <li>d. Flower</li> <li>e. Bird</li> <li>f. Flag</li> <li>g. Dinosaur</li> <li>h. Insect</li> </ol> <p>II. Adoption of state symbols</p> <p>III. Significance of state symbols</p>	<p><b>Topic: New Jersey Map Skills</b></p> <p>IV. Identify landforms and waterways of New Jersey</p> <ol style="list-style-type: none"> <li>a. Mountains</li> <li>b. Valleys</li> <li>c. Rivers</li> <li>d. Atlantic Ocean</li> </ol> <p>V. Characteristics of landforms</p> <p>VI. Regions of New Jersey</p> <ol style="list-style-type: none"> <li>a. Atlantic Coastal Plain</li> <li>b. Ridge and Valley</li> <li>c. Piedmont</li> <li>d. Highlands</li> </ol> <p>VII. New Jersey resources</p>
<p><b>21<sup>st</sup> Century Skills</b> (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> <li>• <b>Creativity &amp; Innovation</b></li> <li>• <b>Critical Thinking &amp; Problem Solving</b></li> <li>• <b>Communication &amp; Collaboration</b></li> <li>• Media Literacy</li> <li>• Information Literacy</li> <li>• <b>Information, Communication &amp; Technology</b></li> </ul>	
<p><b>21<sup>st</sup> Century Themes</b> (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Financial, Economic, Business and Entrepreneurial Literacy</li> <li>• <b>Civic Literacy</b></li> <li>• Health Literacy</li> <li>• <b>Environmental Literacy</b></li> </ul>	

### Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

### Assessment

District End of Unit Benchmark

### Differentiation

Refer to District Tool Kit for Differentiation

### Interdisciplinary Connections

The Social Studies Curriculum is often connected to themes in our Language arts Curriculum and through application of skills in Reading Literature, Reading Informational Text, and Writing. Resources such as those located in the **Amistad Curriculum** and the **NJ Commission on Holocaust Education** which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary Connections.

\*ELA: RI.4.1-10, W.4.1-10, Arts: 1.3.5.D.1 Health/PE: 2.1.6.E.2-3 Technology: 8.1.4.A.1, 8.2.5.A.4, World Language: 7.1.NM.A.3, 21<sup>st</sup> Century Life/Careers: 9.1.4.A.5, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1-3, 9.1.4.E.2

### Careers

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

## Quarter II

### Topic: New Jersey Government

VIII.Branches of government (state level)

- a. Legislative
- b. Judicial
- c. Executive

### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- **Media Literacy**
- Information Literacy
- **Information, Communication & Technology**

### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- Global Awareness
- **Financial, Economic, Business and Entrepreneurial Literacy**
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## Quarter III

### Topic: Immigration

- IX. Reasons for immigrating to the United States
- X. Personal family history and origin
- XI. Immigrants experience
  - a. Coming to America
  - b. Settling in America
- XII. Ellis Island

### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- **Media Literacy**
- Information Literacy
- **Information, Communication & Technology**

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## Quarter IV

### Topic: Lenape

- XIII. History of Lenape Indians
- XIV. Everyday life of Lenape Indians

### 21<sup>st</sup> Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

### 21<sup>st</sup> Century Themes (The ones that apply for this unit are in bold)

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
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District End of Unit Benchmark

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<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Development, Symbols and People of New Jersey</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Goal 1:</b> The student will be able to identify various symbols, important people and the creation of New Jersey.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
10	<p>Explain the role of historical symbols and how they affect New Jersey's Identity. (6.1.4.D.17)</p> <p>Explain how key events led to the creation of the state of New Jersey. (6.1.4.D.4)</p> <p>Determine the qualities of entrepreneurs who made a difference in New Jersey. (6.1.4.C.13)</p> <p>Relate saving and investing decisions to successful entrepreneurship. (9.2.8.D.6)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>	<p><b>Essential Questions:</b> How and why were the symbols of New Jersey adopted? What events led to New Jersey becoming a state? What important people made historical contributions to the state of New Jersey?</p> <p><b>Conceptual Understandings:</b> Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p> <p>Key historical individuals led to the development of our nation.</p> <p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p>	<p><b>Learning Activities:</b> Web Searches Biographical reader's theater skit Research and present N.J. entrepreneurs Create class newspaper of symbols and people in New Jersey</p> <p><b>Assessment Models:</b> Symbols poster Biographical project Unit Test</p> <p><b>Additional Resources:</b> Amistad Curriculum, NJ Commission on Holocaust &amp; Genocide Curriculum</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Development, Symbols and People of New Jersey</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Goal 1:</b> The student will be able to identify various symbols, important people and the creation of New Jersey.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(9.1.4.D.1)</p> <p>Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>(9.1.4.D.3)</p> <p>Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p>(8.2.5.A.4)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: New Jersey Map Skills</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Goal 2:</b> The student will be able to identify the characteristics of the various New Jersey landforms, waterways and regions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
15	<p>Compare and contrast information that can be found on different types of maps, and determine when the information may be useful when identifying landforms and waterways in the New Jersey Regions. (6.1.4.B.1)</p> <p>Describe how landforms and available resources have impacted where and how people live and work in different regions of New Jersey. (6.1.4.B.4)</p> <p>Describe how human interaction impacts the environment in New Jersey. (6.1.4.B.5)</p> <p>Explain why some locations in New Jersey are more suited for settlement than others. (6.1.4.B.7)</p> <p>Identify the natural resources of New Jersey. (6.1.4.B.8)</p>	<p><b>Essential Questions:</b></p> <p>How are the four regions of New Jersey similar and different?</p> <p>How are the various landforms in the regions of New Jersey different?</p> <p>How do the different landforms affect population settlement and the culture in New Jersey?</p> <p>What are the natural resources found in New Jersey and how do they impact our economy?</p> <p><b>Conceptual Understandings:</b></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>Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</p> <p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>	<p><b>Learning Activities:</b></p> <p>Geographical games Creation of flashcards Foldables Creation of NJ region puzzle</p> <p><b>Assessment Models:</b></p> <p>New Jersey Regions Brochure Draw a map of NJ and diagram its regions Unit Test</p>



<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: New Jersey Map Skills</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Goal 2:</b> The student will be able to identify the characteristics of the various New Jersey landforms, waterways and regions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Identify the major cities in New Jersey and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences. (6.1.4.B.10)</p> <p>Compare the 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.C.14)</p> <p>Describe how the development of different transportation systems impacted the economies of New Jersey. (6.1.4.C.15)</p> <p>Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p>	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: New Jersey Map Skills</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Goal 2:</b> The student will be able to identify the characteristics of the various New Jersey landforms, waterways and regions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p> <p>Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. (8.2.5.A.4)</p>		

Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Topic: New Jersey Government</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
15	<p>Determine how “fairness”, “equality” and the “common good” have influenced change at the levels of the New Jersey government. (6.1.4.A.3)</p> <p>Explain how the New Jersey government is organized. (6.1.4.A.4)</p> <p>Distinguish the roles and responsibilities of the three branches of the state government. (6.1.4.A.5)</p> <p>Explain how national and state governments share power in the federal system of government. (6.1.4.A.6)</p> <p>Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. (6.1.4.A.7)</p> <p>Compare and contrast how government functions at the community, county, state and the services provided, and the impact of policy decision made</p>	<p><b>Essential Questions:</b></p> <p>What is the importance of the three branches of government in New Jersey in maintaining balance of power?</p> <p>What is democracy?</p> <p>What are the relationships between local, state and national governments?</p> <p>How are laws made and how are they important to our everyday life?</p> <p><b>Conceptual Understandings:</b></p> <p>New Jersey government is based on principles of limited government, shared authority, fairness, and equality.</p> <p>There are different branches within the New Jersey government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p> <p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p> <p>The New Jersey democratic system requires active participation of its citizens.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</p>	<p><b>Learning Activities:</b></p> <p>Government Outline</p> <p>Creation of brochures/ posters for 2<sup>nd</sup> grade</p> <p>Teach 2<sup>nd</sup> graders about the branches of government</p> <p>State house scavenger hunt</p> <p><b>Assessment Models:</b></p> <p>Unit Test</p> <p><b>Additional Resources:</b></p> <p>Trip to the State House</p> <p>Make a Law exercise at the State House Trip</p> <p>Amistad Curriculum,</p> <p>NJ Commission on Holocaust &amp; Genocide Curriculum</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Topic: New Jersey Government</b>	
		<b>Goal 3:</b> The student will be able to identify the branches of the New Jersey government and describe their roles.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>at each level. (6.1.4.A.8)</p> <p>Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. (6.1.4.A.11)</p> <p>Explain the process of creating change at the local, state, or national level. (6.1.4.A.12)</p> <p>Explain the role Governor William Livingston played in the development of New Jersey government. (6.1.4.D.7)</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: New Jersey Government</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Goal 3:</b> The student will be able to identify the branches of the New Jersey government and describe their roles.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>(9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>(9.1.4.D.1)</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings.</p> <p>(9.1.4.F.3)</p> <p>Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p>(8.2.5.A.4)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Immigration	
	Subject/Grade Level: Grade 4 Social Studies	Goal 4: The student will be able to describe reasons why people emigrated from their country, experiences traveling to America, and challenges upon arrival.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
25	<p>Describe the process by which immigrants become United States citizens. (6.1.4.A.13)</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 interdependence. (6.1.4.B.2)</p> <p>Distinguish between needs and wants and explain how scarcity and choice influence decisions made by immigrants. (6.1.4.C.2, 9.2.4.B.1)</p> <p>Evaluate the impact of ideas, inventions, and other contributions of immigrants. (6.1.4.C.12)</p> <p>Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. (6.1.4.D.2)</p>	<p><b>Essential Questions:</b></p> <p>What are the various reasons why people emigrated their country and why they came to America?</p> <p>How have the different immigrant's cultures contributed to the "melting pot" we know as America?</p> <p>What are some important contributions made by immigrants?</p> <p>Why are Ellis Island and the Statue of Liberty important symbols of America?</p> <p>What were some of the struggles and conflict immigrants faced both coming to and in America?</p> <p><b>Conceptual Understandings:</b></p> <p>Immigrants can become and obtain the rights of American citizens.</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>People make decisions based on their needs, wants, and the availability of resources.</p> <p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p>Immigrants come to New Jersey and the United States for</p>	<p><b>Learning Activities:</b></p> <p>Immigration Simulation Day</p> <p>Statue of Liberty Scale Model</p> <p>Web Searches</p> <p>The Orphan of Ellis Island Comprehension Packet</p> <p>Documentation for Immigration Simulation Day</p> <p>Family Tree</p> <p><b>Assessment Models:</b></p> <p>Unit Test</p> <p>Coming to America Journal</p> <p>Hannah's Journal Assessment</p> <p><b>Additional Resources:</b></p> <p>Trip to Ellis Island</p> <p>If Your Name was Changed at Ellis Island</p> <p>The Orphan of Ellis Island</p> <p>Home is Where the Heart is</p> <p>Hannah's Journal</p> <p>Amistad Curriculum,</p> <p>NJ Commission on Holocaust &amp; Genocide Curriculum</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Topic: Immigration</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. (6.1.4.D.3)</p> <p>Explain how folklore contributed to the appeal of America to immigrants. (6.1.4.D.12)</p> <p>Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. (6.1.4.D.15)</p> <p>Describe how stereotyping and prejudice lead to conflicts and discrimination for immigrants coming to America. (6.1.4.D.16)</p> <p>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. (6.1.4.D.17)</p> <p>Identify actions that are unfair or discriminatory and propose</p>	<p>various reasons and have a major impact on the state and the nation.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</p> <p>The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.</p> <p>Cultures struggle to maintain traditions in a changing society.</p> <p>Prejudice and discrimination can be obstacles to understanding other cultures.</p> <p>Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.</p> <p>Recognize that people have different perspectives based on their beliefs, values traditions, culture, and experiences.</p>	

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	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>solutions to address such actions. (6.3.4.D.1)</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>Establish and follow</p>		



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		<b>Goal 4:</b> The student will be able to describe reasons why people emigrated from their country, experiences traveling to America, and challenges upon arrival.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p> <p>Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. (8.2.5.A.4)</p>		

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Leni Lenape</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Goal 5:</b> The student will be able to describe the challenges the Leni Lenape Native Americans faced and the contributions they made to New Jersey.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
15	<p>Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey. (6.1.4.D.1)</p> <p>Describe how the influence of Native American groups, including the Leni Lenape culture, is manifested in different regions of New Jersey. (6.1.4.D.10)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability</p>	<p><b>Essential Questions:</b> How were the Leni Lenape Native Americans influenced by American colonization? How have the Leni Lenape Native Americans contributed to New Jersey's culture?</p> <p><b>Conceptual Understandings:</b> Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.  Personal, family and community history is a source of information for individuals about the people and places around them.</p>	<p><b>Learning Activities:</b> Kevin Two-Steps' Presentation Leni Lenape language and symbols Picture writing Newspaper article</p> <p><b>Assessment Models:</b> Unit Test Animal Skin Story Lenape Legend Picture Book Spiritual Poster Lenape Village</p> <p><b>Additional Resources:</b>  Amistad Curriculum,  NJ Commission on Holocaust &amp; Genocide Curriculum</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Leni Lenape</b>	
	<b>Subject/Grade Level:</b> <b>Grade 4</b> <b>Social Studies</b>	<b>Goal 5:</b> The student will be able to describe the challenges the Leni Lenape Native Americans faced and the contributions they made to New Jersey.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>are important in the home, school, and community. (9.1.4.F.1)</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

