

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		Grade 4	
Unit 1:	New Jersey	Month:	10 weeks
Unit 2:	The American Revolution and Active Citizenship	Month:	9 weeks
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Social Studies Curriculum**

Unit Title: New Jersey		Unit #: 1
Course or Grade Level: Social Studies – Grade 4		Length of Time: 10 weeks
Date Created: 6/28/12		BOE Approval Date:
Pacing	10 weeks	
Essential Questions	<ul style="list-style-type: none"> ▪ How do global customs and cultures relate to New Jersey? ▪ How is New Jersey economically interdependent? ▪ Who are prominent figures of New Jersey? ▪ How do landforms, climate, and weather impact where and how people live and work in New Jersey? 	
Content	<ul style="list-style-type: none"> ▪ Customs ▪ Landforms, climate, and weather ▪ Economic interdependence ▪ Environment ▪ Producers and consumers ▪ Goods and services ▪ Contributions of prominent figures of New Jersey ▪ Lenni Lenape 	
Skills	<ul style="list-style-type: none"> ▪ Describe how New Jersey relates to the world that is divided into many nations that have their own governments, languages, customs, and laws. ▪ Explain how and why New Jersey relates to people from diverse cultures, collaborate to find solutions to community, state, national, and global challenges. ▪ 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. ▪ 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. ▪ Explain why some locations in New Jersey and the United States are more suited for settlement than others. ▪ Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities. ▪ Explain why incentives vary between and among producers and consumers. ▪ Describe how supply and demand influences price and output of products. ▪ Explain the role of specialization in the production and exchange of goods and services. ▪ Explain how the availability of private and public goods and services is influenced by the global market and government and how it relates to New Jersey. ▪ 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 and how it relates to New Jersey. ▪ Compare and contrast how access to and use of resources affects people across the world differently and how it relates to New Jersey. ▪ Explain the role of money, savings, debt, and investment in individuals’ lives. ▪ Recognize the importance of setting long-term goals when making financial decisions within the community. ▪ Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. ▪ Determine the qualities of entrepreneurs in a capitalistic society. ▪ Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. ▪ Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 	
Assessments	<p>Summative: Tests, quizzes, projects, Formative: teacher observations, worksheets</p>	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Diagrams • Posters • Group work • Visual clues 	

	<ul style="list-style-type: none"> • Maps
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Storytown L4 <i>Kai's Journey to Gold Mountain</i>, paired selection <i>My Japanese Sister</i>, • Storytown L6 <i>On the Banks of Plum Creek</i>, • Math lesson on distance and scales • Math lesson on profit/loss • Math lesson on money
Lesson resources / Activities	<ul style="list-style-type: none"> • Junior Achievement? • Famous New Jersey project • 4th grade Social Studies book <i>The New Jersey Adventure</i> Ch 1 Natural New Jersey, Ch 8 From Farms to Factories, Ch 12 A Time of Growth and Change, Ch 13 Making a Living in New Jersey, • Assemblyman visitation
2009 NJCCCS	
Standard:	
Strand(s):	
Content Statement(s):	CPI # / CPI(s):
	6.1.4.A.14, 6.1.4.A.15, 6.1.4.B.2, 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.7, 6.1.4.C.1, 6.1.4.C.3, 6.1.4.C.4, 6.1.4.C.5, 6.1.4.C.7, 6.1.4.C.8, 6.1.4.C.9, 6.1.4.C.10, 6.1.4.C.11, 6.1.4.C.12, 6.1.4.C.14, 6.1.4.C.17, 6.1.4.D.1,

**Pine Hill Public Schools
Social Studies Curriculum**

Unit Title: The American Revolution and Active Citizenship		Unit #: 2
Course or Grade Level: Social Studies – Grade 4		Length of Time: 9 weeks
Date Created: 6/28/12		BOE Approval Date:
Pacing	9 weeks	
Essential Questions	<ul style="list-style-type: none"> ▪ What key events led to the immigration and creation of the United States? ▪ Who were the civic leaders of the American Revolution? ▪ How do discriminatory actions affect others? ▪ How does active citizenship affect others? 	
Content	<ul style="list-style-type: none"> ▪ Immigration ▪ Key events in the creation of the United States ▪ Civic leaders ▪ American Revolution ▪ Communities ▪ Citizenship 	
Skills	<ul style="list-style-type: none"> ▪ Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. ▪ Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today. ▪ Explain how key events led to the creation of the United States and the state of New Jersey. ▪ Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. ▪ Explain the role Governor William Livingston played in the development of New Jersey government. ▪ Determine the significance of New Jersey’s role in the American Revolution. ▪ Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. ▪ Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. ▪ Determine how local and state communities have changed over time, and explain the reasons for changes. ▪ Trace how the American identity evolved over time. ▪ Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. ▪ Communicate with students from various countries about common issues of public concern and possible solutions. ▪ Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. ▪ Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 	
Assessments	<p>Summative: Tests, quizzes, projects, Formative: teacher observations, worksheets</p>	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Diagrams • Posters • Group work • Visual clues • Maps • Timelines 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Storytown L4 <i>Kai's Journey to Gold Mountain</i>, paired selection <i>My Japanese Sister</i>, • Storytown L16 <i>So You Want to be an Inventor</i> • Storytown L9 <i>Weaving a California Tradition</i>
Lesson resources / Activities	<ul style="list-style-type: none"> ▪ Advocacy project ▪ Class meetings(bullying) ▪ Using timelines ▪ Discussing family traditions/cultures ▪ Redbank Battlefield
2009 NJCCCS	
Standard:	
Strand(s):	
Content Statement(s):	CPI # / CPI(s):
	6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.4, 6.1.4.D.6, 6.1.4.D.7, 6.1.4.D.8, 6.1.4.D.9, 6.1.4.D.10, 6.1.4.D.11, 6.1.4.D.14, 6.1.4.D.19, 6.3.4.A.4, 6.3.4.B.1, 6.3.4.D.1