

Social Studies

Curriculum Guide

Grade 4

Department of Equity, Curriculum and
Instruction

Revised: July 2022

Approved by the Montclair Board of Education: August 2022



Montclair Public Schools

Course Title: Grade 4 Social Studies

Curriculum Area: Social Studies Credits: N/A

Course Pre-Requisites: N/A

2022 Curriculum Writers

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Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high-quality instruction for all learners.

2020 New Jersey Student Learning Standards for

2020 New Jersey Student Learning Standards for Social Studies

New Jersey Student Learning Standards – Social Studies Introduction

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today’s challenges are complex, 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 social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. 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. The 2020 New Jersey Student Learning Standards – Social Studies (NJSL-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSL-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.

2020 New Jersey Student Learning Standards for Social Studies

Social studies instruction in early elementary focuses on developing student’s understanding of their role in their family, community, county and world. Students learn foundational ideas of government, democracy, human rights, the common good, citizenship, and civil discourse as well as explore the American identity through symbols, holidays, and monuments that are reflective of our values and principles.

Civics, Government, and Human Rights: Civics and Political Institutions

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.

Civics, Government, and Human Rights: Participation and Deliberation

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Civics, Government, and Human Rights: Democratic Principles

- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Civics, Government, and Human Rights: Processes and Rules

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Civics, Government, and Human Rights: Civic Mindedness

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Geography, People, and the Environment: Human Population Patterns

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Geography, People, and the Environment: Spatial Views of the World

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes

- (wayfinding, thematic). Geographic data can be used to identify cultural and environmental characteristics of places.
- 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).

Geography, People, and the Environment: Human Environment Interaction

- 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.

Geography, People, and the Environment: Global Interconnections

- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. Limited resources influence choices.
- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing)
- 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community

Economics, Innovation, and Technology: Exchange and Markets

- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

Economics, Innovation, and Technology: National Economy

- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. Governments play an economic role in the lives of individuals and communities.

- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

Economics, Innovation, and Technology: Global Economy

- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives: Continuity and Change

- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. Understanding the past helps to make sense of the present.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

History, Culture, and Perspectives: Understanding Perspectives

- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

History, Culture, and Perspectives: Historical Sourcing and Evidence

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

History, Culture, and Perspectives: Claims and Argumentation

- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g. locally, nationally, globally)

Overview	Theme	Skills	Essential Questions	Applicable Standards by Strand
Unit 1	Citizenship	<ul style="list-style-type: none"> Recognize how rules and laws protect the rights of people, help resolve conflicts, and promote the common good. Understand the importance of citizens exercising their civic responsibilities at the community, state, national, and global levels. Evaluate what makes a good rule or law. Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Understand how and why immigrants become United States citizens Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. Learn how the American identity has changed over time and the reasons for these change 	<ul style="list-style-type: none"> How do citizens and government institutions work collaboratively to address the needs of individuals and society as a whole? How can citizens take an active role in protecting the environment? In which ways have certain groups fought for their rights? How can individuals apply economic reasoning to make difficult choices about societal issues? How can the study of diverse cultures and multiple perspectives impact the actions of individuals and society? 	<p><u>Civics, Government, and Human Rights</u></p> <ul style="list-style-type: none"> 6.1.5.CivicsPI.1 6.1.5.CivicsPI.3 6.1.5.CivicsPI.5 6.1.5.CivicsPI.6 6.1.5.CivicsPD.3 6.1.5.CivicsDP.2 6.1.5.CivicsHR.2 6.3.5.CivicsPD.2 <p><u>Economics, Innovation, and Technology</u></p> <ul style="list-style-type: none"> 6.3.5.EconET.1

Unit 2	<p>The Northeast and South Region of the United States</p>	<ul style="list-style-type: none"> ● Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. ● Explain how key events led to the creation of the United States. ● Recognize key historical documents, such as the Declaration of Independence, the United States Constitution, and the Bill of Rights Determine the significance of New Jersey’s role in the American Revolution. ● Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for 	<ul style="list-style-type: none"> ● How do maps and globes reflect history, politics, and economics? ● What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world? ● How does geography influence lifestyle and perspectives? ● What effect do people have on their environment? ● How does location impact the economy and culture of an area? 	<p><u>Civics, Government, and Human Rights</u></p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPD.3 ● 6.3.5.CivicsPD.2 <p><u>Geography, People, and Environment</u></p> <ul style="list-style-type: none"> ● 6.1.5.GeoPP.1 ● 6.1.5.GeoPP.2 ● 6.1.5.GeoPP.3 ● 6.1.5.GeoPP.5 ● 6.1.5.GeoPP.6 ● 6.1.5.GeoSV.1 ● 6.1.5.GeoSV.2 ● 6.1.5.GeoSV.5 <p><u>History, Culture, and Perspectives</u></p> <ul style="list-style-type: none"> ● 6.1.5.HistoryCC.8 ● 6.1.5.HistoryCC.7
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		<p>social change and inspired social activism in future generations.</p> <ul style="list-style-type: none"> Discover how scientific achievements and inventions influenced cultures during different historical periods and created change from an agricultural society to a technological society. Understand why various groups came to America, describe challenges they encountered, and realize the impact of voluntary and involuntary immigration on our nation's growth, both historically and today. 		
<u>Unit 3</u>	The Middle West and West Region of the United States	<ul style="list-style-type: none"> Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism. 	<ul style="list-style-type: none"> How do maps and globes reflect history, politics, and economics? What tools can be used to identify major cities, regions, and geographical features of New Jersey, the 	<p><u>Civics, Government, and Human Rights</u></p> <ul style="list-style-type: none"> 6.1.5.CivicsPD.3 6.3.5.CivicsPD.2 <p><u>Geography, People, and Environment</u></p> <ul style="list-style-type: none"> 6.1.5.GeoPP.1

		<ul style="list-style-type: none"> ● Describe how human interaction impacts the environment. ● Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. ● Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. ● Recognize that different cultural perspectives can influence the way people interpret events. ● Explain the process of creating change at the local, state, or national level. ● Understand why it is important for people from diverse cultures to collaborate to find solutions to community, state, national, and global challenges. ● Relate advances in science and technology to environmental concerns, and 	<p>United States, and the world?</p> <ul style="list-style-type: none"> ● How does geography influence lifestyle and perspectives? What effect do people have on their environment? ● How does location impact the economy and culture of an area? 	<ul style="list-style-type: none"> ● 6.1.5.GeoPP.2 ● 6.1.5.GeoPP.3 ● 6.1.5.GeoPP.5 ● 6.1.5.GeoPP.6 ● 6.1.5.GeoSV.1 ● 6.1.5.GeoSV.5 ● 6.1.5.GeoGI.1 ● 6.1.5.GeoGI.2 ● 6.1.5.GeoGI.3
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		<p>to actions taken to address them.</p> <ul style="list-style-type: none"> Recognize that the development of communications systems has led to increased collaboration throughout the United States and the world. 		
Unit 4	Geography	<ul style="list-style-type: none"> Understand the difference between physical and political maps and use them to locate continents, countries, cities and states, and landforms. Use map tools, including a compass rose, a map key, a map scale, and latitude and longitude, to measure distances and spatial relationships between places. Describe how landforms, climate and weather, and availability of resources have impacted where people live and work. 	<ul style="list-style-type: none"> How does the United States differ from other countries? How does climate, latitude, and longitude affect where people settle? How do natural resources affect how people live? What is culture and what constitutes an “American” culture? 	<p><u>Civics, Government, and Human Rights</u></p> <ul style="list-style-type: none"> 6.1.5.CivicsPI.9 6.1.5.CivicsHR.3 6.1.5.CivicsCM.3 <p><u>Geography, People, and Environment</u></p> <ul style="list-style-type: none"> 6.1.5.GeoPP.1 6.1.5.GeoPP.3 6.1.5.GeoSV.4 6.1.5.GeoGI.4 <p><u>History, Culture, and Perspectives</u></p> <ul style="list-style-type: none"> 6.1.5.HistoryUP.7

		<ul style="list-style-type: none"> ● 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 divide natural resources. ● Explain how maps and demographic tools can be used to understand tangible 		
<p><u>Unit 5</u></p>	<p>Our Government and Economy</p>	<ul style="list-style-type: none"> ● Distinguish the roles of elected representatives and the responsibilities of the three branches of the government. ● Explain the role of specialization in the production and exchange of goods and services. ● Explain the process of creating change at the local, state, or national level. ● Understand why it is important for people from diverse cultures to collaborate to find solutions 	<ul style="list-style-type: none"> ● Why do we have rules and laws? ● What would happen if we did not have rules and laws? ● How are governments created, structured, maintained, and changed? ● What are the roles and responsibilities of citizens and government in a democratic society? ● How do citizens, civic ideals, and government institutions interact to balance the needs of 	<p><u>Civics, Government, and Human Rights</u></p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPI.2 ● 6.1.5.CivicsPI.3 ● 6.1.5.CivicsPI.6: ● 6.1.5.CivicsPI.8: ● 6.1.5.CivicsPD.1 ● 6.1.5.CivicsHR.1 <p><u>Economics, Innovation, and Technology</u></p> <ul style="list-style-type: none"> ● 6.1.5.EconEM.2 ● 6.1.5.EconEM.5 ● 6.1.5.EconNM.4

		<p>to community, state, national, and global challenges.</p> <ul style="list-style-type: none"> ● Relate advances in science and technology to environmental concerns, and to actions taken to address them. ● Recognize that the development of communications systems has led to increased collaboration throughout the United States and the world. ● Describe how the world is divided into many nations that have their own governments, laws, languages, and customs. ● Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. ● Recognize how the availability of goods and services are influenced by the global market and events in the world community. ● Determine the qualities of entrepreneurs. 	<p>individuals and the common good?</p> <ul style="list-style-type: none"> ● How can people from different countries with their own customs, laws, and governments work together to find solutions to global problems? 	
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<p><u>Unit 6</u></p>	<p>Our State, New Jersey</p>	<ul style="list-style-type: none"> ● Identify the major cities, landforms, regions, and counties of New Jersey. ● Determine the impact of European colonization on Native Americans, such as the Lenni Lenape. ● Recognize why various groups came to New Jersey and America. ● Determine New Jersey’s role in the American Revolution and explain how key events led to the creation of the United States and the state of New Jersey. ● Explain the roles of William Livingston, George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. ● Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans. ● Describe how geography, availability of natural resources, transportation, and 	<ul style="list-style-type: none"> ● How does the legacy of earlier groups of people, including the Lenni Lenape and immigrants, influence future generations? ● What historical events, documents, and figures have helped shape the culture of New Jersey and the United States? ● How do maps and globes reflect history, politics, and economics? ● What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world? 	<p><u>Civics, Government, and Human Rights</u></p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPI.3 ● 6.1.5.CivicsPI.5 ● 6.1.5.CivicsPI.7 ● 6.1.5.CivicsPD.1 ● 6.1.5.CivicsPD.2 ● 6.1.5.CivicsCM.5 <p><u>Geography, People, and Environment</u></p> <ul style="list-style-type: none"> ● 6.1.5.GeoSV.2 ● 6.3.5.GeoHE.1 <p><u>Economics, Innovation, and Technology</u></p> <ul style="list-style-type: none"> ● 6.1.5.EconNM.3 <p><u>History, Culture, and Perspectives</u></p> <ul style="list-style-type: none"> ● 6.1.5.HistoryCC.1 ● 6.1.5.HistoryCC.9
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		other factors have affected the economy of New Jersey.		
<u>Suggested Open Educational Resources</u>	<p><u>Open Geography Education</u>- resource for updated teacher content</p> <p><u>Colonial Williamsburg Resource Library</u>- Comprehensive database for materials on life in Colonial America</p>	<p><u>PBS Learning Media</u>- resource for videos and topic-based lesson plans</p> <p><u>400 Years of Inequality</u>- resource for historical study in equity</p> <p><u>Google Earth</u>-various maps, aerial photographs, satellite images, & cultural resources</p>	<p><u>PBLWorks.org</u>- create a project or adapt a project that already exists</p> <p><u>Ducksters</u>- resource for student research projects</p> <p><u>National Geographic Education</u>- comprehensive resource</p>	<p><u>Google Earth Voyager</u>- resource for connections to visual interactives on a myriad of topics</p> <p><u>iCivics</u>-resource for videos and topic-based lesson plans</p>

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	4
Trimester	1	Unit Title:	Citizenship	Pacing: September-October

Overview

Big Ideas:

- Citizenship, Responsibility, Diversity

Essential Questions:

- How do citizens and government institutions work collaboratively to address the needs of individuals and society as a whole?
- How can citizens take an active role in protecting the environment?
- In which ways have certain groups fought for their rights?
- How can individuals apply economic reasoning to make difficult choices about societal issues?
- How can the study of diverse cultures and multiple perspectives impact the actions of individuals and society?

Enduring Understandings:

- In a democratic society, citizens and government institutions have certain roles and responsibilities.
- Citizens have individual responsibilities to care for the environment and protect it for future generations.
- Throughout our country’s history, peaceful movements by different groups have resulted in the expansion of rights.
- People can recognize the contributions of diverse cultures and appreciate how different perspectives influence society.
- Individuals make economic decisions that influence society.

NJSLs

Standards	Core Ideas	Performance Expectations	Related Social Studies Skills
<p><u>6.1: United States Standards:</u></p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPI.1 ● 6.1.5.CivicsPI.3 ● 6.1.5.CivicsPI.5 	<ul style="list-style-type: none"> ● In a representative democracy, individuals play a role in how government functions. 	<ul style="list-style-type: none"> ● Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 	<ul style="list-style-type: none"> ● Determine locations of places and interpret information available on maps and globes.

<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.6 ● 6.1.5.CivicsPD.3 ● 6.1.5.CivicsDP.2 ● 6.1.5.CivicsHR.2 	<ul style="list-style-type: none"> ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. ● Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. ● It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. 	<ul style="list-style-type: none"> ● 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. ● Explain how government functions at the local, county, and state level. ● Distinguish the roles and responsibilities of the three branches of the national government. ● Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. ● Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ● Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. 	<ul style="list-style-type: none"> ● Use evidence to support an idea in a digital, oral and/ written format.
<p><u>6.3 Active Citizenship Standards:</u></p> <ul style="list-style-type: none"> ● 6.3.5.CivicsPD.2 ● 6.3.5.EconET.1 	<ul style="list-style-type: none"> ● Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. ● Economic decision making involves setting goals and 	<ul style="list-style-type: none"> ● Use a variety of sources and data to identify the various perspectives and actions. ● Investigate an economic issue that impacts children and propose a solution. 	<ul style="list-style-type: none"> ● Use evidence to support an idea in a digital, oral and/ written format

identifying the resources available to achieve those goals.

Instructional Plan

Formative Assessment Plan

- Teacher observations during discussions
- Writing activities about rules, laws, and citizenship
- Posters demonstrating classroom citizenship and character education
- Compilation of classroom rules and responsibilities
- Use of wiki sticks during textbook reading to support understanding.

Summative Assessment Plan

- Summative Unit Tests
- Summative Unit Quizzes

Texts

- Harcourt Horizons: States and Regions
- The New Jersey Adventure

Supplementary Resources

NJ Amistad Commission Interactive Curriculum <http://www.njamistadcurriculum.net/history/units>
 NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust>
 Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom” - <https://files.eric.ed.gov/fulltext/EJ1105049.pdf>
 NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide:
https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf
 Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom:
<https://echoesandreflections.org/teach/>

BrainPOP
www.brainpop.com
Subscription News Publications
Scholastic News
Time for Kids

Instructional Best Practices and Exemplars

- Have a discussion about citizenship and what it means to be a citizen.
- Brainstorm ways to be a good citizen in the classroom, the school, the Montclair community and the nation.
- Create a list of classroom rules that reflect rights and responsibilities.
- Write a journal entry about bullying, respect, fair versus unfair, and share entries with the class.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

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NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills: Bold all that apply

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

Technology Infusion

<https://docs.google.com/document/d/1-5eI3ajDd9j0WIJGA2gdtKQ8jwwwuOCP98vx5zzJI6s/edit?usp=sharing>

select from the list above/copy and paste

Smart Board Applications

enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies			Grade:	4
Trimester	1	Unit Title:	The Northeast and South Regions of the United States	Pacing:	November-December

Overview

Big Ideas:

- Geography, Culture, Natural Resources

Essential Questions:

- How do maps and globes reflect history, politics, and economics?
- What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world?
- How does geography influence lifestyle and perspectives?
- What effect do people have on their environment?
- How does location impact the economy and culture of an area?

Enduring Understandings:

- Geography, climate, and natural resources affect the way people live and work.
- Geography influences needs, culture, opportunities, choices, interests, and skills.
- There is a relationship between the consumption and conservation of natural resources. People are affected by environmental, economic, social, cultural, and civic concerns

NJSLs

Instructional Plan

Formative Assessment Plan

- Teacher observations during discussions
- Writing activities about rules, laws, and citizenship
- Posters demonstrating classroom citizenship and character education
- Compilation of classroom rules and responsibilities
- Use of wiki sticks during textbook reading to support understanding .

Summative Assessment Plan

- Summative Unit Tests
- Summative Unit Quizzes

<p style="text-align: center;">Texts</p>	<p style="text-align: center;">Supplementary Resources</p>
<ul style="list-style-type: none"> - <u>Harcourt Horizons: States and Regions</u> - <u>The New Jersey Adventure</u> 	<p>NJ Amistad Commission Interactive Curriculum http://www.njamistadcurriculum.net/history/units</p> <p>NJ Commission on Holocaust Education https://www.nj.gov/education/holocaust</p> <p>Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom” - https://files.eric.ed.gov/fulltext/EJ1105049.pdf</p> <p>NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide: https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf</p> <p>Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom: https://echoesandreflections.org/teach/</p> <p><i>BrainPOP</i></p>

Instructional Best Practices and Exemplars

- *Write a heritage report to recognize and celebrate diverse cultures.*
- *Make a map showing the four different land regions in the United States and the states that make up each region.*
- *Create a Tic-Tac-Toe choice board for the Northeast and South. Have students complete three activities from the chart.*
- *Conduct research on a Northeast or Southern state. Use 50states.com, encyclopedias and other websites. Include information about state symbols, geographic features, economy and other interesting facts.*
- *Design a quilt square poster for each state in the region. Illustrate symbols, crops, and other research findings. Display posters like a patchwork quilt.*

DIFFERENTIATION			
Special Education	ELL	Intervention	Acceleration

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 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills: **Bold all that apply**

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 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
 Information Literacy
 Information, Communication & Technology
 Life & Career Skills

Technology Infusion

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- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	4	
Trimester	2	Unit Title:	The Middle West and West Region of the United States	Pacing:	January-February

Framing the Learning

- Big Ideas:**
- Geography, Culture
- Essential Questions:**
- How do maps and globes reflect history, politics, and economics?
 - What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world?
 - How does geography influence lifestyle and perspectives? What effect do people have on their environment?
 - How does location impact the economy and culture of an area?
- Enduring Understandings:**
- Geography, climate, and natural resources affect the way people live and work.
 - Geography influences needs, culture, opportunities, choices, interests, and skills.
 - There is a relationship between the consumption and conservation of natural resources.
 - People are affected by environmental, economic, social, cultural, and civic concerns.

NJSLS

Standards	Content Statement	Performance Indicator	Related Social Studies Skills
<p>6.1: United States Standards:</p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPD.3 ● 6.1.5.GeoPP.1 ● 6.1.5.GeoPP.2 ● 6.1.5.GeoPP.3 ● 6.1.5.GeoPP.5 ● 6.1.5.GeoPP.6 ● 6.1.5.GeoSV.1 ● 6.1.5.GeoSV.5 ● 6.1.5.GeoGI.1 ● 6.1.5.GeoGI.2 ● 6.1.5.GeoGI.3 	<ul style="list-style-type: none"> ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. ● Regions form and change as a result of unique physical characteristics, conditions, economics, and cultures. ● Patterns of settlement differ markedly from region to region, place to place, and time to time. ● The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition. ● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. ● Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental 	<ul style="list-style-type: none"> ● Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. ● Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. ● 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. ● Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. ● Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. ● Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ● Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a 	<ul style="list-style-type: none"> ● Determine locations of places and interpret information available on maps and globes. ● Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

	characteristics.	<p>community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations)</p> <ul style="list-style-type: none"> • 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. • Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. • Use historical maps to explain what led to the exploration of new water and land routes. • Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. 	
<p>6.3 Active Citizenship Standards:</p> <ul style="list-style-type: none"> • 6.3.5.CivicsPD.2 	<ul style="list-style-type: none"> • Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. 	<ul style="list-style-type: none"> • Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. 	<ul style="list-style-type: none"> • Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)

Instructional Plan

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> - Teacher observations during discussions - Writing activities 	<ul style="list-style-type: none"> - Summative Unit Tests - Summative Unit Quizzes

<ul style="list-style-type: none"> - Performance questions - Oral presentations - Projects - Research reports - Exit slips - Use of wiki sticks during textbook reading to support understanding 	
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Texts	Supplementary Resources
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<ul style="list-style-type: none"> - <u>Harcourt Horizons: States and Regions</u> - <u>The New Jersey Adventure</u> 	<p>NJ Amistad Commission Interactive Curriculum http://www.njamistadcurriculum.net/history/units</p> <p>NJ Commission on Holocaust Education https://www.nj.gov/education/holocaust</p> <p>Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom” - https://files.eric.ed.gov/fulltext/EJ1105049.pdf</p> <p>NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide: https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf</p> <p>Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom: https://echoesandreflections.org/teach/</p> <p><i>BrainPOP</i> www.brainpop.com</p> <p><i>50states.com</i> <i>Subscription News Publications</i> <i>Scholastic News</i> <i>Time for Kids</i></p>
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Instructional Best Practices and Exemplars
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<ul style="list-style-type: none"> - Write a heritage report to recognize and celebrate diverse cultures. - Make a map showing the four different land regions in the United states and the states that make up each region. - Create a Tic-Tac-Toe choice board for the Middle West and West. Have students complete three activities from the chart. - Conduct research on a Middle West or Western state. Use 50states.com, encyclopedias and other websites. Include information about state symbols, geographic features, economy and other interesting facts. - Design a quilt square poster for each state in the region. Illustrate symbols, crops, and other research findings. Display posters like a patchwork quilt.

DIFFERENTIATION

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- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

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 Civic Literacy
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21st Century Skills: Bold all that apply

Creativity & Innovation
 Critical Thinking & Problem Solving
 Communication & Collaboration
 Media Literacy
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enVision applications

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- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	4
Trimester	2	Unit Title:	Geography	Pacing: March

Overview

Big Ideas:

- The United States Compared to the World, Global Issues

Essential Questions:

- How does the United States differ from other countries?
- How does climate, latitude, and longitude affect where people settle?
- How do natural resources affect how people live?
- What is culture and what constitutes an “American” culture?

Enduring Understandings:

- The world is made up of many different countries that have their own methods of governance
- Culture is made up of many different factors such as language, dress, etc.
- Natural resources can greatly influence the economy of a country.
- There are many issues that concern every country. These countries must work together to find solutions.

NJSLs

Standards	Content Statements	Performance Indicators	Related Social Studies Skills
<p><u>6.1: Unites States History Standards:</u></p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPI.9 ● 6.1.5.CivicsHR.3 ● 6.1.5.CivicsCM.3 	<ul style="list-style-type: none"> ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. 	<ul style="list-style-type: none"> ● Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. 	<ul style="list-style-type: none"> ● Determine locations of places and interpret information available on maps and globes.

- 6.1.5.GeoPP.1
- 6.1.5.GeoPP.3
- 6.1.5.GeoSV.4
- 6.1.5.GeoGL.4
- 6.1.5.HistoryUP.7

- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Certain dispositions help individuals contribute to the health of American democracy.
- Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Historical records are shaped by the society that the creator lived in.

- Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 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).
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
- Place key historical events and people in historical eras using timelines.

Instructional Plan

Formative Assessment Plan

Summative Assessment Plan

<ul style="list-style-type: none"> - <i>Teacher observations during discussions</i> - <i>Writing activities</i> - <i>Performance questions</i> - <i>Oral presentations</i> - <i>Projects</i> - <i>Research reports</i> - <i>Exit slips</i> - <i>Use of wiki sticks during textbook reading to support understanding</i> 	<ul style="list-style-type: none"> - <i>Summative Unit Tests</i> - <i>Summative Unit Quizzes</i>
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Texts	Supplementary Resources
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Instructional Best Practices and Exemplars

<ul style="list-style-type: none"> - <i>Make maps of the United States highlighting major geographic features, including mountains, plains, rivers, and bodies of water.</i> - <i>Create geography flashcards with definitions and/or pictures.</i> - <i>Play a game or complete a map activity using latitude and longitude to plot coordinates.</i>
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- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES

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ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

Global Awareness
 Financial, Economic, Business and Entrepreneurial Literacy
 Civic Literacy
 Health Literacy
 Environmental Literacy

21st Century Skills: Bold all that apply

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

Technology Infusion

<https://docs.google.com/document/d/1-5el3ajDd9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>

select from the list above/copy and paste

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enVision applications

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- Evaluation rubrics
- Self-reflections
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- Running records
- Students’ published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	4	
Trimester	3	Unit Title:	Our Country’s Government and Economy	Pacing:	April-May

Overview

Big Ideas:

- Law and Government, Civil Responsibility, Democracy

Essential Questions:

- Why do we have rules and laws?
- What would happen if we did not have rules and laws?
- How are governments created, structured, maintained, and changed?
- What are the roles and responsibilities of citizens and government in a democratic society?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How can people from different countries with their own customs, laws, and governments work together to find solutions to global problems?

Enduring Understandings:

- Laws are developed by systems of government to protect rights, manage conflict, and create order in a democratic society.
- Systems of government are created to balance the rights and responsibilities of citizens.
- Each branch of government carries out specific functions to meet the needs of the common good.
- Individuals in a democratic society have civic responsibilities and fundamental rights to seek societal change.
- Nations must work together to solve problems that affect diverse communities in the global society.

NJSLS

Standards	Core Ideas	Performance Expectations	Related Social Studies Skills
<p><u>United States History Standards 6.1</u></p> <ul style="list-style-type: none"> ● 6.1.5.CivicsPI.2 ● 6.1.5.CivicsPI.3 ● 6.1.5.CivicsPI.6: ● 6.1.5.CivicsPI.8: ● 6.1.5.CivicsPD.1 ● 6.1.5.CivicsHR.1 ● 6.1.5.EconEM.2 ● 6.1.5.EconEM.5 ● 6.1.5.EconNM.4 	<ul style="list-style-type: none"> ● In a representative democracy, individuals play a role in how the government functions. ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). 	<ul style="list-style-type: none"> ● Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). ● 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. ● Distinguish the roles and responsibilities of the three branches of the national government. 	<ul style="list-style-type: none"> ● Place key historical events and people in historical eras using timelines. ● Explain how the present is connected to the past. ● Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).

	<ul style="list-style-type: none"> • It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. 	<ul style="list-style-type: none"> • Describe how the United States Constitution defines and limits the power of government. • Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. • Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). • Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). • Explain why individuals and societies trade, how trade functions, and the role of trade. • Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. 	
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Instructional Plan

Formative Assessment Plan

Summative Assessment Plan

<ul style="list-style-type: none"> - <i>Teacher observations during discussions</i> - <i>Writing activities</i> - <i>Performance questions</i> - <i>Oral presentations</i> - <i>Projects</i> - <i>Research reports</i> - <i>Exit slips</i> - <i>Use of wiki sticks during textbook reading to support understanding</i> 	<ul style="list-style-type: none"> - <i>Summative Unit Tests</i> - <i>Summative Unit Quizzes</i>
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Texts	Supplementary Resources
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<ul style="list-style-type: none"> - <i>Harcourt Horizons: States and Regions</i> - <i>The New Jersey Adventure</i> 	<p>NJ Amistad Commission Interactive Curriculum http://www.njamistadcurriculum.net/history/units</p> <p>NJ Commission on Holocaust Education https://www.nj.gov/education/holocaust</p> <p>Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom” - https://files.eric.ed.gov/fulltext/EJ1105049.pdf</p> <p>NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide: https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf</p> <p>Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom: https://echoesandreflections.org/teach/</p> <p><i>BrainPOP</i> www.brainpop.com</p> <p><i>Subscription News Publications</i> <i>Scholastic News</i> <i>Time for Kids</i></p>
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Instructional Best Practices and Exemplars

<ul style="list-style-type: none"> - <i>Create a voting brochure explaining the importance of elections and voting.</i> - <i>Design a poster or graphic organizer illustrating the differences between the three branches of government.</i> - <i>Hold a class election.</i> - <i>Research a national monument of the United states and design a postcard of that location.</i> - <i>Draw a “Government Tree” highlighting the roles of the three branches of government.</i>
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DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE resources ● Refer to NJDOE resources ● NJDOE ELL Support Descriptions <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Follow district G&T Plan for identified students ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Utilize a multi-sensory approach to new topics
- NJDOE Resources

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Montclair Public Schools Instructional Unit

Content:	Social Studies		Grade:	4	
Trimester	3	Unit Title:	Our State, New Jersey	Pacing:	June

Framing the Learning

Big Ideas:

- New Jersey's Place in the United States, State vs. Federal Government

Essential Questions:

- How does the legacy of earlier groups of people, including the Lenni Lenape and immigrants, influence future generations?
- What historical events, documents, and figures have helped shape the culture of New Jersey and the United States?
- How do maps and globes reflect history, politics, and economics?
- What tools can be used to identify major cities, regions, and geographical features of New Jersey, the United States, and the world?

Enduring Understandings:

- Many groups and individuals in history have influenced modern life in New Jersey and the United States.
- Events and actions of the past impact the present and the future.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

NJSLS

Instructional Plan

Formative Assessment Plan

- *Teacher observations during discussions*
- *Writing activities*
- *Performance questions*
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- *Use of wiki sticks during textbook reading to support understanding*

Summative Assessment Plan

- *Summative Unit Tests*
- *Summative Unit Quizzes*

Texts

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- *The New Jersey Adventure*

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https://www.nj.gov/education/holocaust/curriculum/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf
 Echoes and Reflections – Teaching the Holocaust, Inspiring the Classroom:

<https://echoesandreflections.org/teach/>

BrainPOP

www.brainpop.com

Subscription News Publications

Scholastic News

Time for Kids

Instructional Best Practices and Exemplars

- *Create a slideshow on the computer displaying the key symbols of New Jersey. Include pictures and descriptions of each symbol.*
- *Draw and label a map of New Jersey. Include major rivers, landforms, land regions, cities, and other places of interest.*
- *Complete a R.A.F.T. activity. Write a story, letter, or other piece from the role of a Lenape Indian, explorer, worker in a colonial village, or early immigrant.*
- *Make a model or diagram of a colonial village.*
- *Write a report or oral presentation about a notable New Jerseyan.*
- *Research a tourist attraction, such as a zoo, historical site, museum, or adventure park in New Jersey. Create a travel brochure for this spot that entices people to visit it.*

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