

Verona Public School District

Curriculum Overview

Grade Four- Social Studies



Curriculum Committee Members:
Tamara Gesario
Pamela Solomon

Supervisor:
Dr. Sumit Bangia

Curriculum Developed:
Winter 2012
July 2015

Board Approval Date:
April 10, 2012
August 30, 2016

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The primary objective of the K-4 social studies program is to create an environment which nurtures thoughtful, active citizens who can function productively in a multicultural, rapidly changing, and increasingly interdependent world. The social studies program provides a variety of affective and cognitive experiences which contribute to the development of a philosophy based upon the dignity and worth of each human being. This humanistic value orientation, in turn, becomes the framework for an open examination of diverse lifestyles and experiences on the local, state, national and international levels. The social studies program is founded upon the notion that a democratic society depends upon caring and responsible citizens to make rational decisions consistent with basic democratic values. Active experiences and participation within the classroom, school and community relative to that democratic process are essential. The social studies classroom provides the initial setting where students can begin to inquire into questions dealing with the study of human social relationships. The disciplines of geography, history, civics, and economics provide the basis for organizing a multitude of learning activities into core programs. This course of study should be viewed as a basic plan for learning: to acquire social studies skills and concepts, to develop a method of analyzing problems and to encourage an attitude of tolerance toward differences. Equally important in this curriculum design is the notion of individual dignity, which addresses the need for each child to feel a part of the school and community so that all children can feel comfortable enough to use their fullest opportunity for self-realization. Lessons will include exposure to memorable works of art, literature, and music throughout the year. Lessons will incorporate information mandated by local policy, and state and national legislation including prejudice reduction, Holocaust studies, Black history, and the US Constitution.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>		8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>	
X A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making			
		A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming	

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>		Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>	
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	X CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.		
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.		
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.		
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.		
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.		

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<p>X</p> <ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">New Jersey</td> <td style="width: 33%;">Scott Foresman</td> <td style="width: 33%;">2005</td> </tr> <tr> <td>States and Regions</td> <td>Harcourt Brace</td> <td>2000</td> </tr> <tr> <td>Regions</td> <td>Scott Foresman</td> <td>2005</td> </tr> </table>	New Jersey	Scott Foresman	2005	States and Regions	Harcourt Brace	2000	Regions	Scott Foresman	2005	<p><u>Colonial America/American Revolution Units</u> <i>George vs. George</i> by Rosalyn Schanzer <i>Buttons for General Washington</i> by Peter and Connie Roop <i>Phoebe the Spy</i> by Judith Berry Griffen <i>Tolliver's Secret</i> Esther Wood Brady <i>Revolutionary War on Wednesday</i> by Mary Pope Osborne <i>The Secret Soldier</i> by Ann McGovern <i>The Scarlet Stocking Spy</i> by Tinka Noble and Robert Papp <i>Guns for George Washington</i> by Seymour Reit <i>George Washington's Socks</i> by Elvira Woodruff</p>
New Jersey	Scott Foresman	2005								
States and Regions	Harcourt Brace	2000								
Regions	Scott Foresman	2005								

The Liberty Tree: The Beginning of the American Revolution by Lucille Recht Penner
Voices from Colonial America: New Jersey: 1609-1776 (National Geographic Voices from Colonial America) by Robin Doak
If you Lived During the Time of the American Revolution by Kate Moore
Katie's Trunk by Ann Turner
The Declaration of Independence (True Books: American History) by Elaine Landau

Government Unit

How the U.S. Government Works by Syl Sobel
A More Perfect Union The Story of Our Constitution by Betsy Maestro
House Mouse Senate Mouse by Peter Barnes
The Bill of Rights (True Books: American History) by Christine Taylor-Butler
The Constitution of the United States (True Books) by Christine Taylor-Butler
Shh! We're Writing the Constitution by Jean Fritz
We the Kids: A Preamble to the Constitution of the United States by David Catrow
Paul Revere's Ride by Henry Wadsworth Longfellow

STAGE 1: DESIRED RESULTS

Established Goals:

2014 Student Learning Standards for Social Studies

- 6.1.4.b.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of NJ and the U.S.
- 6.1.4.B.5 Describe how human interaction impacts the environment in NJ and the US
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities and nations
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services
- 6.1.4.C.8 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
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey
- 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

New Jersey Student Learning Standards for English Language Arts

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

NEXT GENERATION SCIENCE STANDARDS:

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Compare and contrast the diversity between the various New Jersey regions, so that in the long run, on their own, they will be able to understand the impact (both positive and negative) of human actions on the environment.

Meaning

Enduring Understandings

Students will understand that:

- State symbols identify what the people of a state are proud of and what makes the state special.
- Geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Human interactions impact the environment in NJ and the US through many ways, which include economic, political and social means.
- Use of land and resources has changed over time due to the advancements in technology, which in turn has had both positive and negative implications on the environment.
- A balance between the need for economic growth and preservation of a healthy environment can be achieved through compromise and including all stakeholders in decision making.
- The common good is included in decisions about how to use natural resources by including the input and perspectives of all those impacted by the decision.

Essential Questions

- What are symbols and why are symbols used?
- How can I use information from maps, globes and other sources of information to understand the past and to make better decisions about the present?
- How does human interaction impact the environment in NJ and the U.S.?
- How has the use of land and resources changed over time, and what has the impact been on the environment?
- How can we balance the need for economic growth and the preservation of a healthy environment?
- How is the common good included in decisions about how to use natural resources?

Acquisition of Knowledge & Skills

Students will know:

Students will be able to:

- Companies and organizations use logos and symbols to create instant public recognition.
- A logo or symbols works if you see one and immediately know what company or group it stands for.
- Logos often mean something. They can tell us about a company's history.
- States use symbols to tell us what the people of a state are proud of and what makes the state special.
- That states have seals, which are like logos for their state. The seals can tell us about a state's history, culture, or economy.
- Land regions of NJ
- General features of each NJ region
- Community and its environment
- The difference between a renewable resources and nonrenewable resources.
- Environmental issues happen every day. Reading the newspaper will highlight environmental issues or the ways that humans affect the environment.
- New Jersey is rich in natural resources (rivers, water power)
- Economic opportunities are related to the availability of resources and technology.
- The geography of New Jersey facilitated the onset of the Industrial Revolution in the United States, and encouraged transportation and trade between ports and urban centers.
- New Jersey has often played an important role in the technical innovations that have fostered economic change.
- New Jersey is part of a global economic system, which is reflected in the international nature of the products we buy
- Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products.
- New Jersey's population density and major cities provide economic, environmental, and human challenges for urban planners and state and local governments.
- Advancements in science and technology can have unintended consequences
- Availability of natural resources affects economic outcomes.

- Identify what New Jersey is proud of through its symbols: state flower, dance, dinosaur, fruit, tree, animal, insect, bird, fish, shell, and motto.
- Explain the meaning behind the symbols on New Jersey's state seal.
- Explain the historical significance of the colors of the flag of New Jersey (buff and Jersey blue).
- Recognize and define vocabulary terms.
- Compare and contrast information that is found on different types of maps, and determine when the information may be useful.
- Label a map with the regions of NJ, major landforms, and points of interest.
- Describe geographical features of each region.
- Describe climate variations in NJ regions.
- Identify major cities of NJ.
- List NJ's natural resources & explain their importance.
- Describe how NJ's physical and human characteristics have changed over time.
- List NJ's natural resources & explain their importance.
- Categorize NJ's natural resources as either renewable or nonrenewable and explain why.
- Compare ways people choose to use and divide natural resources.
- Describe how human interaction impacts the environment in NJ.

Key Vocabulary:

symbol, seal, motto, latitude, longitude, region, climate, natural resource, renewable resource, natural resource, mineral, renewable resource, nonrenewable

*resource, conservation, zinc, magnetite, iron ore, fossil fuels, granite, gravel, sand,
coral reef, sand dunes*

Unit Two: How did New Jersey come to be? (Pre-colonial)

Duration: 5 weeks

STAGE 1: DESIRED RESULTS

Established Goals:

2014 Student Learning Standards for Social Studies

- 6.1.4.A.1 Explain how rules and laws created by ...governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community...challenges.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.C.1 Apply opportunity cost to evaluate individual's decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of NJ.
- 6.1.4.D.2 Summarize the reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.4 Explain the key events that led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

New Jersey Student Learning Standards for English Language Arts

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Transfer:

Transfer Goal:

Students will be able to independently use their learning to...

Evaluate the multiple perspectives of the early settlers and their varied belief systems with regard to the colonization of New Jersey, so that in the long run, on their own, they will be able to understand that the embracing multiple perspectives can lead to greater cooperation and peaceful coexistence.

Meaning

Enduring Understandings

Essential Questions

Students will understand that:

- Religious persecution, political and economic instability and the desire for a better life often led people to move to other places.
- Cultural differences led to conflicts that often resulted in wars and the destruction.
- Understanding multiple perspectives lead to greater cooperation and peaceful coexistence because individuals feel as though their voice was heard.
- Rules and laws created by governments protect the rights of people, help resolve conflicts, and promote the common good.
- Constitutions (compacts and charters) establish governmental structures and protections of essential rights that allow diverse peoples to live in harmony.
- Both time and place impact the decisions about how to utilize their resources.
- Primary source documents provide a valuable and authentic record of the past.

- Why do people move to other places?
- Why do people from diverse cultures sometimes experience conflict?
- How might understanding multiple perspectives lead to greater cooperation and peaceful coexistence?
- What is the role of government in resolving conflict?
- How do people in different places and times make decisions about how to utilize their resources?
- How do primary sources help us to understand what happened in the past?

Acquisition of Knowledge & Skills

Students will know:

- Understand the patterns and processes of early migration.
- European explorers reached what is now New Jersey while searching for water route to Asia.
- New Jersey was divided between the Quakers in West Jersey and other English settlers in East Jersey.
- European Settlers and the Delaware faced conflicts as their cultures collided.
- The following people and places:
- Giovanni da Verrazano; Henry Hudson; Cornelius Mey; Peter Stuyvesant; Richard Nicolls; John Berkeley; John Fenwick; William Penn; Edmund Andros;; Chief Tamanend; John Woolman; Bering Strait; Delaware River Valley; Philadelphia; Lehigh River; West Jersey; East Jersey; Burlington; Perth Amboy; France; Netherlands; Cape May; New Netherland; Bergen; New Sweden; New Amsterdam.
- Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations.
- The diverse settlement patterns in colonial New Jersey necessitated a degree of religious freedom and tolerance in the political structure.
- The struggle for religious freedom has been a constant theme in American history.

Students will be able to:

- Explain why the first people came to New Jersey.
- Describe the effect the land had on the lives of early New Jerseyans.
- Describe the first people of New Jersey.
- Explain the roles of key individuals during the period of European colonization of New Jersey.
- Explain how the beliefs of the Quakers impacted the formation of West Jersey and its government and the treatment of the Lenape in that region.
- Compare and Contrast West Jersey and East Jersey.
- Read and analyze excerpts from the charters for West Jersey and East Jersey.

Key Vocabulary:

nomad, agriculture. Northwest Passage, East India Trade Company, tolerance, persecution, Walking Purchase

Unit Three: Colonial New Jersey & America

Duration: 7 weeks

STAGE 1: Desired Results

Established Goals:

2014 Student Learning Standards for Social Studies

- 6.1.4.A.1 Explain how rules and laws created by ...governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community...challenges.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.C.1 Apply opportunity cost to evaluate individual’s decisions, including ones made in their communities
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of NJ.
- 6.1.4.D.2 Summarize the reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.4 Explain the key events that led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact...) to present day government and citizenship.

New Jersey Student Learning Standards for English Language Arts

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

Transfer

Transfer Goal:

Students will be able to independently use their learning to ...

Effectively utilize geographical tools (e.g., maps) to ascertain information about the 13 Colonies in order to draw conclusions about the 13 colonies.

Meaning

Enduring Understandings

Students will understand that:

- Religious persecution, political and economic instability and the desire for a better life led many to emigrate .
- Cultural differences led to conflicts that often resulted in wars and the destruction.
- Constitutions (compacts and charters) establish governmental structures and protections of essential rights that allow diverse peoples to live in harmony.
- Many of the founding documents for the colonies (such as the Mayflower Compact) were based on the idea of the consent of the governed.
- The struggle for religious freedom has been a constant theme in American history.
- Both time and place impact the decisions about how to utilize their resources.
- Primary source documents provide a valuable and authentic record of the past.

Essential Questions

- Why do people move to other places?
- Why do people from diverse cultures sometimes experience conflict?
- How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?
- How might understanding multiple perspectives lead to greater cooperation and peaceful coexistence?
- How did the decisions of individuals and groups influence the creation of New Jersey and the United States?
- How do people in different places and times make decisions about how to utilize their resources?
- How do primary sources help us to understand what happened in the past?

Acquisition of Knowledge & Skills**Students will know:**

- The diverse settlement patterns in colonial New Jersey necessitated a degree of religious freedom and tolerance in the political structure.
- How to read a map
- The 13 Colonies and which region they belong to.
- The different regions of colonial America in terms of population, countries of origin, religion, economies, environment, and history.

Students will be able to:

- Label the 13 Colonies on a map.
- Identify the colonies with the regions of the 13 Colonies: New England, Middle, Southern
- Compare and contrast the different regions of colonial America: population, countries of origin, religion, economies, environment, and history.
- Interpret various types of maps to learn about the 13 colonies.

STAGE 1: DESIRED RESULTS

Established Goals:

2014 Student Learning Standards for Social Studies

- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influence change at the local and national levels of U.S. government
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.11 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.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions...
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.10 Explain the role of money...
- 6.1.4.D.4 Explain how key events that led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Declaration of Independence...) to present day government and citizenship.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.

New Jersey Student Learning Standards for English Language Arts

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

Transfer**Transfer Goal:**

Students will be able to independently use their learning to ...

Explain how the American Revolution led to the creation of the United States, so that in the long run, on their own, they will be able to understand the importance of government adapting to the needs of its' citizens.

Meaning

Enduring Understandings

Students will understand that:

- Rebellion often is a result of a variety of factors that can traced to economic, political, cultural or social roots.
- History is cyclical and events of the past often shape the future.
- The government serves to protect the rights of its citizens.
- Rights held by individuals are varied from society to society often depending on the form of government that governs them.
- Governments need to adapt to the needs of its' citizens in order to prevent conflict and possible, destruction.

Essential Questions

- What causes people to rebel?
- How have events of the past shaped the present?
- What is the role of government in society?
- What rights, if any, are individuals guaranteed in a society?
- Is the government responsible to adapt to the needs of its' citizens?

Acquisition of Knowledge & Skills

Students will know:

- Humans have natural inalienable rights, including life, liberty, and property
- Natural rights (and ethical behavior) require that each person respect the dignity and rights of others. The Declaration of Independence has had an enduring impact because of its clear statement of the natural rights of each individual to life, liberty and the pursuit of happiness and to the right of the people to institute a new government when their current government does not protect these natural rights.
- The regional geography of New Jersey played a crucial role in the American Revolution and the survival of the Continental Army.
- The Revolutionary War created harsh economic conditions in New Jersey, forcing the Continental Army and New Jersey citizens to make difficult choices. (opportunity costs)
- Money, which serves as a means of exchange and store of value, became scarce during and after the war.
- The American colonists gained a huge expanse of land with the Peace Treaty (1783) that ended the American Revolution.
- The Declaration of Independence was written to explain why the colonists wanted to separate from Britain.

Students will be able to:

- Explain the different points of view that led to the Revolutionary War.
- Draw conclusions as to whether a person is a loyalist, patriot, or neutral based on a text and justify their conclusion using text-based evidence.
- Read and outline the main points of the Declaration of Independence.
- Explain why New Jersey was the site of so many battles and encampments in the American Revolution?
- Explain why Washington chose Morristown as the site for two winter encampments and what were the advantages and disadvantages of this location?
- Explain the challenges the Continental Army faced as it encamped in New Jersey?
- Explain the effect of the war and the encampments on the population?
- Describe the impact of the American Revolution on both Britain and the newly formed United States

- The economic, political, and cultural causes for the American Revolution: French and Indian War, Sugar Act, Stamp Act, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.
- The perspective of King George and British Parliament.
- Colonial responses to each act and tax
- The different perspectives of the colonists: Tories, Patriots, Neutralists.
- The role of New Jersey played in the American Revolution- "Crossroads of the Revolution"
- The roles of various people in the Revolutionary War, on the battlefield and the home front.
- The major battles, causes, and effects of the Revolutionary War and how the war changed America.
- The key players, what happened, and the outcome for the major battles: Lexington and Concord, Saratoga, Ticonderoga, Trenton, Princeton, Monmouth, Yorktown
- The Declaration of Independence and the Treaty of Paris
- The key players and role of the First and Second Continental Congress.

STAGE 1: DESIRED RESULTS**Established Goals:****2014 Student Learning Standards for Social Studies**

- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 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.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11 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.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.3.4.A.1 Evaluate what makes a good rule or law.
- 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

New Jersey Student Learning Standards for English Language Arts

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Transfer

Transfer Goal:

Students will be able to independently use their learning to ...

Analyze the development and creation of the governmental system of the United States, so that in the long run, on their own, they will be able to participate as an active and informed civil citizen in a democratic society.

Meaning

Enduring Understandings

Students will understand that:

- People develop systems to manage conflict and create order.
- Conflict resolution can involve aggression, compromise, cooperation, and change.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Rules provide order, security, and safety.
- Governments are organized to provide for services (highways, parks, garbage-pickup) which people find difficult to provide for themselves.
- Individuals, groups, and societies have the opportunity to make significant political choices and decisions which have consequences.

Essential Questions

- Why do we need governments?
- How do governments work?
- Why do we need rules and people with authority?
- What are my rights and responsibilities?

Acquisition of Knowledge & Skills

Students will know:

- The Founders believed that human beings had certain natural rights to life liberty and property and to protect these rights people consent to obey the laws and government they create.
- Democracy is self-government
- In a republican government (or representative democracy) the people elect individuals to represent their views in government and serve the common good.
- A constitutional government follows a set of rules and laws that outlines how government should be organized and run and what it should do.
- The Articles of Confederation provided for a weak national government with no president but it kept the states together during the war with Britain.

Students will be able to:

- Differentiate between rules and laws.
- Explain how a bill becomes a law.
- Rewrite the Preamble to the Constitution in simpler language.
- Write a law for the classroom community, justify as to why the law is needed and evaluate the law after a few days.

- The U.S. Constitution provides for diffused power through federalism and separation of powers among three branches of government.
- Federalism provides for the national government to have only those powers granted by the Constitution and other powers shared with or reserved to the states.
- The U.S. Constitution and Bill of Rights reflect American values of fairness, equality and diversity by protecting individual rights and giving voice to diverse views through representation in government.
- Citizens in a democracy have responsibilities to promote the common good as well as individual rights.
- The Founders believed that human beings had certain natural rights to life liberty and property and to protect these rights people consent to obey the laws and government they create.
- Democracy is self-government
- In a republican government (or representative democracy) the people elect individuals to represent their views in government and serve the common good.
- A constitutional government follows a set of rules and laws that outlines how government should be organized and run and what it should do.
- The Articles of Confederation provided for a weak national government with no president but it kept the states together during the war with Britain.
- The U.S. Constitution provides for diffused power through federalism and separation of powers among three branches of government.
- Federalism provides for the national government to have only those powers granted by the Constitution and other powers shared with or reserved to the states.
- The U.S. Constitution and Bill of Rights reflect American values of fairness, equality and diversity by protecting individual rights and giving voice to diverse views through representation in government.
- Citizens in a democracy have responsibilities to promote the common good as well as individual rights.
- The system of a democratic government
- Structures of the government of the United States
- Differences and similarities between local, state, and federal governments
- The significance of and how the Declaration of Independence, Bill of Rights, and Constitution shaped the US government
- Three branches of U.S. government, separation of powers, checks and balances

- Election process for selecting the President of the US, Senators, Congressman, local officials
- The structure of Congress; (House of Representatives, Senate)
- Court/Judicial System
- Terms of office for elected officials

Key Terms:

Articles of Confederation

Bill of Rights

branches of government

checks and balances

citizens

congress

constitution

constitutional

convention

Declaration of Independence

democracy

election

democrat

electoral college

executive branch

freedom

governor

House of Representatives

independent

judicial branch

jury duty

law

legislative branch

mayor

president

republic

republican

senate

senator

separation of powers

supreme court

treaty

