

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

Introduction:

Students in Fourth Grade Social Studies will complete four units that introduce different regions of the United States of America, including the Northeast, Southeast, Midwest, Southwest, and West. Students will complete a research project about a specific region of the United States. All Social Studies units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4	Content Area: Social Studies
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Original Adoption: October 23, 2018
Revised On: April 1, 2019, July 27, 2019, August 6, 2019
Revised By: C. Sheplin, J Oldham

Recommended Pacing Guide	
U.S. Government/Citizenship	40 Days
Cultural Perspectives	40 Days
Economics and Me	40 Days
U.S. Regions	60 Days

Unit 1: U.S. Government/Citizenship	Duration: 40 days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 6.1 U.S. History: America in the World:
 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- 6.3 Active Citizenship in the 21st Century:
 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Supporting Standards:

- 6.1.4.A.1: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 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.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- 6.1.4.A.4: Explain how the United States government is organized and how the United States Constitution defines and limits 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.D.11: Determine how local and state communities have changed over time, and explain the reasons for changes
- 6.3.4.A.1: Describe the characteristics of an effective law by examining one in your school or community (e.g., bike helmet, recycling).

Primary Interdisciplinary Connections:

Reading:

- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Speaking and Listening:

- SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 4.3 Identify the reasons and evidence a speaker provides to support particular points.
- SL 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

Writing:

- W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- W.4.2.E Provide a concluding statement or section related to the information or explanation presented.

Social Studies Skills:

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Critical Thinking**
 - Distinguish fact from fiction.
 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

8.1 Educational Technology: 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.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4	Content Area: Social Studies
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- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Assessments: <ul style="list-style-type: none"> ● Exit cards ● Turn and Talk ● Student/teacher conferences ● Google Classroom Response ● Pre-Assessment 	Alternative Assessments: <ul style="list-style-type: none"> ● Completed Lapbook ● Wordle ● Oral Presentation ● Digital Story ● KWL Charts ● Open-ended question responses with drawings
Summative Assessments: <ul style="list-style-type: none"> ● Post-Assessment ● Unit Tests ● Group Projects ● Written Assessment ● Individual Project/Presentations 	Benchmark Assessments: <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO

Knowledge & Skills

Enduring Understandings: <ul style="list-style-type: none"> ● Citizenship begins with becoming a contributing member of the classroom community. ● Rules and laws are developed to protect people’s rights and the security and welfare of society. ● The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. ● American constitutional government is based on principles of limited government, shared authority, fairness, and equality. ● There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. 	Essential Questions: <ul style="list-style-type: none"> ● What makes a good citizen? ● How do laws protect you? ● What are your rights as americans? ● How has “fairness,” “equality,” and the “common good” influenced new laws and policies? ● What are the three branches of government and what are their duties? ● Why do governments have separate branches? ● How is power shared between different levels of government? ● How can a government be limited? ● What is the relationship between government and individuals?
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 4	Content Area: Social Studies
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<ul style="list-style-type: none"> In a representative democracy, individuals elect representatives to act on behalf of the people. 	
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> http://teachinghistory.org/teaching-materials/english-language-learners/24139, Bill of Rights Reader's Theater Ben's Guide to U.S. Government for Kids: http://bensguide.gpo.gov/ BrainPop Government Lessons Presidents' Projects Reading a-z. SMART Exchange: Government Slideshow Branches of Government Lesson Crossword Puzzle http://www.congressforkids.net/Judicialbranch_index.htm http://bensguide.gpo.gov/9-12/government/national/judicial.html http://www.judiciary.state.nj.us/kids/index.htm Schoolhouse Rock (Constitution) TrueFlix US Government American Government - Branches of Government: A Closer Look (Digital/ Hardcopy Readworks) U.S. Government Webquest Additional Resources Third Grade Civics & Government Worksheets and Printables 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> Nick Election Connection Shh! We're writing the Constitution by Jean Fritz Harcourt Social Studies States and Regions A More Perfect Union: The Story Of Our Constitution by Betsy and Giulio Maestro What If Everybody Did That by Colleen M. Madden How the US Government Works by Syl Sobel
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Suggested Accommodations For All Units

<p>English Language Learners:</p> <ul style="list-style-type: none"> Provide clear and specific directions Provide extended time

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- Visuals/gestures
- Collaborate with ESL Teacher
- Provide vocabulary flash cards for practice of key information
- Provide written directions with models and diagrams when possible
- Assign Peer Tutor

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan. (Time, Environment, Materials, Specific Disabilities)
- Differentiated Instructional Methods
- Modified assignments/tests
- Collaborate with Special Education Teacher(s)
- Give extended time for assignments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible
- Assign Peer Tutor

Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide all materials for in class and home assignments to be completed
- Allow time in school to complete “home” projects
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Assign Peer Tutor
- Collaborate with ESL Teacher
- Respect cultural traditions
- Home assignment directions given in native language to have families more involved
- Give extended time for assignments

Unit 2: Cultural Perspectives

Duration: 40 days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 6.1 U.S. History: America in the World:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- 6.3 Active Citizenship in the 21st Century:

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working

New Jersey Student Learning Supporting Standards:

- 6.1.4.A.14: Describe how the world is divided into many nations that have their own government, languages, customs, and laws.
- 6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 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.
- 6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14: Trace how the American Identity evolved over time.
- 6.1.4.D.17: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18: Explain how and individual's beliefs, values and traditions may reflect more than one culture.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Primary Interdisciplinary Connections:

Reading:

- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Speaking and Listening:

- SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 4.3 Identify the reasons and evidence a speaker provides to support particular points.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- SL 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

Writing:

- W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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- W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2.E Provide a concluding statement or section related to the information or explanation presented.

Social Studies Skills:

- **Chronological Thinking**
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 - Use evidence to support an idea in a digital, oral and/ or written format.
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Technology Standards:

8.1 Educational Technology: 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.

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4	Content Area: Social Studies
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related to technology and practice legal and ethical behavior.

- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Exit cards ● Turn and Talk ● Student/teacher conferences ● Google Classroom Response ● Pre-Assessment 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Completed Lapbook ● Wordle ● Oral Presentation ● Digital Story ● KWL Charts ● Open-ended question responses with drawings
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Knowledge & Skills

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

Enduring Understandings:

- Culture is a way of life of a group of people who share similar beliefs and customs.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Culture is both a unifying and divisive force in human relations.

Essential Questions:

- What is culture?
- What are the benefits and challenges of a diverse society?
- Why should we study other cultures and what does it teach us?
- How do the beliefs and values of a diverse culture affect individuals and society?
- What happens when cultures collide?
- Why do people live together and form societies?

Core Instructional & Supplemental Materials

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

Suggested Activities/Resources:

- Create a world passport booklet.
- Create a “suitcase” portfolio to document relevant information about the country as well as student progress.
- Introduce fast facts for country.
- Virtual tours of the country via the internet.
- Expose children to literature from selected country.
- Play games, sing a song, dance, eat/prepare foods, and/or create an art project related to the culture of the country.

Varied Levels of Text:

- **The Crane Girl** by Curtis Manley
- **My Very Own Room/Mi propio cuartito** by Amada Irma Pérez
- **Richard Wright and the Library Card** by William Miller
- Harcourt Social Studies States and Regions
- **Mama and Papa Have a Store** by Amelia Lau Carling
- **Crazy Horse’s Vision** by Joseph Bruchac
- **Sweet Music in Harlem** by Debbie Taylor
- **Xochitl and the Flowers/Xóchitl, la Niña de las Flores** by Jorge Argueta
- **Aani and the Tree Huggers** by Jeannine Atkins
- **Baseball Saved Us** by Ken Mochizuki
- **As Fast As Words Could Fly** by Pamela Tuck

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

Suggested Accommodations For All Units

English Language Learners:

- Provide clear and specific directions
- Provide extended time
- Visuals/gestures
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- Provide vocabulary flash cards for practice of key information
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- Assign Peer Tutor

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan. (Time, Environment, Materials, Specific Disabilities)
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Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide all materials for in class and home assignments to be completed
- Allow time in school to complete "home" projects
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 4	Content Area: Social Studies
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Unit 3: Economics and Me	Duration: 40 days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 6.1 U.S. History: America in the World:
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- 6.3 Active Citizenship in the 21st Century:
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working

New Jersey Student Learning Supporting Standards:

- 6.1.4.C.1: Apply opportunity cost(i.e., choices and tradeoffs) 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.4: Describe how supply and demand influence price and output of products.
- 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 the availability 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.11: Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.1.4.C.13: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.4.C.16: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 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 it inform others about environmental issues at the local or state level and propose possible solutions.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- 6.3.4.C.1: Develop and implement a group initiative that addresses that addresses an economic issue impacting children.

Primary Interdisciplinary Connections:

Reading:

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- R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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Speaking and Listening:

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- SL 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

Writing:

- W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2.E Provide a concluding statement or section related to the information or explanation presented.

Social Studies Skills:

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Critical Thinking**
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 - Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- **Presentational Skills**

- Use evidence to support an idea in a digital, oral and/ or written format.
- Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

8.1 Educational Technology: 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.

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP3. Attend to personal health and financial well-being.
- CRP5. Consider the environmental, social and economic impacts of decisions.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Assessments:

- Exit cards
- Turn and Talk
- Student/teacher conferences
- Google Classroom Response
- Pre-Assessment

Alternative Assessments:

- Completed Lapbook
- Wordle
- Oral Presentation
- Digital Story
- KWL Charts

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4	Content Area: Social Studies
-----------------	-------------------------------------

	<ul style="list-style-type: none"> • Open-ended question responses with drawings
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<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Post-Assessment • Unit Tests • Group Projects • Written Assessment • Individual Project/Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-Year SGO • End of Year SGO
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. • People make decisions based on their needs, wants, and the availability of resources. • Scarcity and choice influence decisions made by individuals, communities, and nations. • Supply and demand influence price and output of goods and services. • Production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do people make their economic decisions? • How is economics the driving force for the occurrence of various events and phenomena in societies? • How does interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes? • How do you make sound decisions about money, savings, spending, and investment? • How does supply and demand affect price and output of goods?
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Core Instructional & Supplemental Materials
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Suggested Activities/Resources:	Varied Levels of Text:
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

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| <ul style="list-style-type: none">● Pre-assessment of economic vocabulary terms● Summative assessment of vocabulary terms● Group project (create and market a product or service using resources from the classroom)● Short essays● Wordle● Digital Story● Pet Research : Ask students to do some research on purchasing pets in your area. Have students choose one kind of pet, such as dogs or cats and compare the price that a pet in a local pet shop, as opposed to the same pet advertised in the newspaper or elsewhere. Use math skills to compare prices and find the difference between the costs of purchasing pets from different places. Ask students to display information on Google Slides.● Brain -Pop Economics - Goods and Services, Needs and Wants, Saving and Spending● Making Economic Choices Slide Show● Hollywood Squares Economics *● A New Coat for Anna Smart Lesson *● Moneyville - Teacher Suggested Activities and User Guide● Economics Scavenger Hunt | <ul style="list-style-type: none">● Money, Money, Money by Lisa Ing● A New Coat for Anna by Harriet Ziefert● Saturday Sancocho by Leyla Torres● Studies Weekly by Week 19,20, 21 issues● Harcourt Social Studies States and Regions● Supply and Demand by Janeen Adil● Lemons and Lemonade by Nancy Loewen● A Kid's Guide to Business by Jeff M. Brown● Spending Money by Mary Firestone● Spending and Saving by Mary Hill● Everything Money by Kathy Furgang● Follow the Money by Loreen Leedy● The Lemonade War by Jacqueline Davies● I've Heard of a Land by Joyce Carol Thomas● Cendrillon: A Caribbean Cinderella by Robert San Soucie |
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Suggested Accommodations For All Units

English Language Learners:

- Provide clear and specific directions
- Provide extended time
- Visuals/gestures
- Collaborate with ESL Teacher
- Provide vocabulary flash cards for practice of key information
- Provide written directions with models and diagrams when possible

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- Assign Peer Tutor

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan. (Time, Environment, Materials, Specific Disabilities)
- Differentiated Instructional Methods
- Modified assignments/tests
- Collaborate with Special Education Teacher(s)
- Give extended time for assignments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible
- Assign Peer Tutor

Economically Disadvantaged:

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide all materials for in class and home assignments to be completed
- Allow time in school to complete “home” projects
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Assign Peer Tutor
- Collaborate with ESL Teacher
- Respect cultural traditions
- Home assignment directions given in native language to have families more involved
- Give extended time for assignments

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4	Content Area: Social Studies
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Unit 4: U.S. Regions	Duration: 60 days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 6.1 U.S. History: America in the World:
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- 6.3 Active Citizenship in the 21st Century:
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working.

New Jersey Student Learning Supporting Standards:

- 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.2: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3: Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 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 New Jersey and the United States.
- 6.1.4.B.6: Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.10: Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

Primary Interdisciplinary Connections:

Reading:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Speaking and Listening:

- SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL 4.3 Identify the reasons and evidence a speaker provides to support particular points.
- SL 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

Writing:

- W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2.C Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2.E Provide a concluding statement or section related to the information or explanation presented.

Social Studies Skills:

- **Chronological Thinking**
 - Place key historical events and people in historical eras using timelines.
 - Explain how the present is connected to the past.
- **Spatial Thinking**
 - 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.
- **Critical Thinking**
 - Distinguish fact from fiction.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)
- **Presentational Skills**
 - Use evidence to support an idea in a digital, oral and/ or written format.
 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace

Technology Standards:

8.1 Educational Technology: 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.

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Assessments:

- Exit cards
- Turn and Talk
- Student/teacher conferences
- Google Classroom Response
- Pre-Assessments

Alternative Assessments:

- Completed Lapbook
- Wordle
- Oral Presentation
- Digital Story
- KWL Charts

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4	Content Area: Social Studies
	<ul style="list-style-type: none"> ● Open-ended question responses with drawings
Summative Assessments: <ul style="list-style-type: none"> ● Post-assessment ● Unit Tests ● Projects ● Written Assessments ● Individual Project/Presentations 	Benchmark Assessments: <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> ● Different types of maps give different kinds of information. ● Places are characterized by their physical and human properties. ● Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and from time to time. ● Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. 	Essential Questions: <ul style="list-style-type: none"> ● What are the different types of maps and what information do they give? ● What are the physical and human properties of a region? ● Why are some locations in New Jersey and the United States more suited for settlement than others? ● What are the major cities in New Jersey, United States, and in the world, and how can demographic tools be used to understand cultural differences.
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> ● Latitude/Longitude Game ● www.harcourtschool.com ● Learn360 ● Regions and Landforms resources ● Map Resources ● My World - Regions of our Country (Regions) ● Studies Weekly ● TrueFlix Mentor Text, Videos, and Lesson Plans ● Interactive SMART board activity ● Flip books and Interactive notebook <p>*Purchase</p>	Varied Levels of Text: <ul style="list-style-type: none"> ● There’s a Map on My Lap by Tish Rabe ● Harcourt Social Studies States and Regions ● Daily Detectives Mystery States ● Maps, Maps, Maps by Kelly Boswell ● Highlights Which Way USA books ● Mapping the Woods (Reading A to Z) ● Amistad Mutiny: Fighting for Freedom by Barbara Somervill ● True Civil War Story by Andrea Jean Pinkney

Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

- [Regions of the United States Jigsaw](#)
*Purchase
- [Geography Mapping Unit](#)
*Purchase
- [View maps and globes- label regions](#)
- [Virtual Tours of various regions](#)

Suggested Accommodations For All Units

English Language Learners:

- Provide clear and specific directions
- Provide extended time
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 4

Content Area: Social Studies

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- Collaborate with ESL Teacher
- Respect cultural traditions
- Home assignment directions given in native language to have families more involved
- Give extended time for assignments