



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	Fourth Grade Social Studies							
GRADE BAND	X	K-4		5-6		7-8		9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	September 19, 2022							

COURSE OVERVIEW

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

In grades K-4, the focus of instruction is on developing understanding of American identity and heritage through the lens of government, geography, culture, and economics. Each unit focuses on student identity as it relates to the United States. Students will have an enduring understanding of how society has developed and how present day choices affect tomorrow's future. The fourth grade Social Studies curriculum focuses attention on a deeper exploration of key events, people, and ideas from activists during the Civil Rights Movement through the present day, economics, regions of the United States, local government of our community through research, inquiry-based learning, and hands-on technology. Using the educational foundation laid in grades K-3, students will develop a deeper understanding of the topics.

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 4 Social Studies

UNIT OF STUDY	Unit 1: Local Government
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why do people vote? ● How can citizens bring about change at the local government level? ● What are the basic rights and freedoms of a citizen of the United States? ● What is the impact of policy decisions on the county, state, and national levels? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● In a representative democracy, individuals elect representatives to act on behalf of the people. ● Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond. ● Key historical events, documents, and individuals contribute to the development of our nation. ● Active citizens in the 21st century recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences by identifying stereotyping, bias, prejudice, and discrimination. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● What are the four hats/lenses that social scientists use to understand the world? ● What is a representative democracy, including three branches of government? ● How is the United States a representative democracy at the federal and state levels? ● How is the United States a representative democracy at the local level, and how does it use a system of checks and balances? ● What is a good citizen? ● Who and what can citizens vote for at the local level of government? ● How does the local government act on behalf of its citizens? ● What is the impact of policy decisions on the county and state levels? ● How and why do local and state communities change over time? ● What was the significance of the Constitution? How is this document still influencing America today? ● How can citizens bring about change at the local government level and show active citizenship? ● What is the role of special interest groups in local government? 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Local Government Quiz
Formative	<ul style="list-style-type: none"> ● Open-Ended Questions about Government
Summative	<ul style="list-style-type: none"> ● Persuasive Letter About a Community Issue
Benchmark	<ul style="list-style-type: none"> ● Same as Summative

Hillsborough Township Public Schools Curriculum Map
Course Title: Grade 4 Social Studies

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- 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.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.

Mathematics

- 4.MD.B.4 Represent and interpret data.
- CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

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Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” • 9.1.5.EG.2: Describe how tax monies are spent.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Mayor • Police Officer • City Attorney • Parks and Recreation Director
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Special Interests Groups - Individuals with Disabilities (Inclusive Curriculum Mandate) • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>

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Course Title: Grade 4 Social Studies

<i>Self-Awareness</i>
<ul style="list-style-type: none">● Recognize the importance of self-confidence in handling daily tasks and challenges
<i>Self-Management</i>
<ul style="list-style-type: none">● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
<i>Social Awareness</i>
<ul style="list-style-type: none">● None.
<i>Relationship Skills</i>
<ul style="list-style-type: none">● None.
<i>Responsible Decision-Making</i>
<ul style="list-style-type: none">● Evaluate personal, ethical, safety, and civic impact of decisions
MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504
<ul style="list-style-type: none">● Accommodations for all subject areas may be viewed here.
RESOURCES – <i>Cited print and electronic sources</i>
<p>The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.</p> <ul style="list-style-type: none">● Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, https://www.nj.gov/education/standards/dei/.● TCI-https://sdk.bitmoji.com/render/panel/fe011441-2a4b-4df6-9558-0e8657e23ee5-ada0cc2c-397b-4931-911b-73c1bd908784-v1.png?transparent=1&palette=1 The Four Hats of a Social Scientist.● Hillsborough NJ township website - primary source for information on the township http://www.hillsborough-nj.org/.● Local Government Lesson https://study.com/academy/lesson/local-government-lesson-for-kids.html.● BrainPop Jr. Local and State Government https://jr.brainpop.com/socialstudies/government/localandstategovernments.● Branches of Local Government. <i>The United States Conference of Mayors</i>, https://levelsofgovernment3.weebly.com/branches-of-local-government.html.● Hillsborough NJ Township Website http://www.hillsborough-nj.org/.● Online Review Quiz, https://www.quia.com/rr/103659.html.● "Embrace Race." EmbraceRace, https://www.embracerace.org/.● "PBS Parents." PBS, Public Broadcasting Service, https://www.pbs.org/show/pbs-parents/.

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- Bryan, Ashley. *Freedom Over Me*. Simon & Schuster, 2016.
- Evans, Shane. *We March*. Square Fish, 2016.
- Gandhi, Arun et al. *Grandfather Gandhi*. Atheneum Books For Young Readers, 2014.
- Klein, Carol Swartout. *Painting For Peace In Ferguson*. Treehouse Publishing Group, 2015.
- Langston-George, Rebecca, and Janna Bock. *For The Right To Learn*. Capstone Press, 2016.
- Lester, Julius, and Karen Barbour. *Let's Talk about Race*. Amistad, 2009.
- Nagara, Innosanto. *A Is For Activist*. Triangle Square, 2013.
- *Our Country and Our Regions*, McGraw Hill, 2009.
- Pinkney, Andrea Davis, and Myra Lucretia Taylor. *Sit-In*. Little, Brown, 2010.
- Reynolds, Aaron. *Back Of The Bus*. Puffin, 2013.
- Shelton, Paula. *Child Of The Civil Rights Movement*. Dragonfly Books, 2013.
- Thomas, Joyce Carol. *Linda Brown, You Are Not Alone: The Brown Vs. Board Of Education Decision*. Hyperion Book, 2003.
- Tonatiuh, Duncan. *Separate Is Never Equal: the Story of Sylvia Mendez & Her Family's Fight for Desegregation*. Abrams Books for Young Readers, 2014.
- Van Wyk, Chris et al. *Nelson Mandela*. Roaring Brook Press, 2009.
- Winter, Jeanette. *Malala A Brave Girl From Pakistan/Iqbal A Brave Boy From Pak*. Beach Lane Books, 2014.
- Winter, Jonah, and Shane Evans. *Lillian's Right to Vote: a Celebration of the Voting Rights Act of 1965*. Schwartz & Wade Books, 2015.
- Woodson, Jacqueline et al. *The Other Side*. Putnam's, 2011.

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UNIT OF STUDY	Unit 2: Activism in Civil Rights
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is the impact of policy decisions on the county, state, and national levels? ● How do past events help our understanding of change, beliefs, and decisions about current issues in our society? ● How have individuals and groups responded to the violation of fundamental rights in world history? ● What are citizens, leaders, businesses, and global organizations doing to promote human rights and provide aid locally and globally? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The United States democratic system requires active participation of its citizens. ● Active citizens in the 21st century recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences by identifying stereotyping, bias, prejudice and discrimination. 	
LEARNING TARGETS	
<p>Every person has rights and the ability to create change, including children who have unique rights that apply to them as non-adult members of the global citizenry.</p> <ul style="list-style-type: none"> ● What was the significance of the Bill of Rights? How is this document still influencing America today? ● How did the Constitution and Bill of Rights exclude certain citizens (such as women and African Americans)? ● What are the basic rights and freedoms of a citizen of the United States? ● What is a human right? ● What a civil right? ● How are human and civil rights alike and different? ● What is activism, and why is it important? ● How did the United States violate the civil rights of its citizens, specifically African Americans, and how did individuals and groups respond to create social change? ● How did civil rights activists demonstrate leadership? ● What are examples of activism today through national figures, international leaders, businesses, or global organizations? (ie: Malala, John Lewis, Mandela, Gandhi) ● What are children’s rights? ● Why are children’s rights violated in some places? ● How do people work to protect children’s rights? 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Activism and Civil Rights optional Pre-Assessment can be found in the Additional Resources folder.

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	<ul style="list-style-type: none"> This activity can be done individually or in groups.
Formative	<ul style="list-style-type: none"> Write and support claims about why some children’s rights are violated around the world using evidence from text and statistics.
Summative	<ul style="list-style-type: none"> Informational Flier on Right to an Education
Benchmark	<ul style="list-style-type: none"> Same as Summative
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation. 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
Comprehensive Health & Physical Education	
<ul style="list-style-type: none"> None. 	
Computer Science & Design Thinking	
<ul style="list-style-type: none"> 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. 	
English Language Arts	
<ul style="list-style-type: none"> CCSS.ELA-LITERACY.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. 	
Mathematics	
<ul style="list-style-type: none"> None. 	

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Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5). • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Activist • Human Rights Campaigner • Government Official (local, state, national)
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Civil Rights movement (Amistad Curriculum Mandate). • UNESCO Videos about human rights (Inclusive Curriculum Mandate, Holocaust Curriculum Mandate). • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>

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<i>Self-Awareness</i>
<ul style="list-style-type: none">● Recognize one’s feelings and thoughts
<i>Self-Management</i>
<ul style="list-style-type: none">● None
<i>Social Awareness</i>
<ul style="list-style-type: none">● Recognize and identify the thoughts, feelings, and perspectives of others● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
<i>Relationship Skills</i>
<ul style="list-style-type: none">● Utilize positive communication and social skills to interact effectively with others● Identify ways to resist inappropriate social pressure● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
<i>Responsible Decision-Making</i>
<ul style="list-style-type: none">● Evaluate personal, ethical, safety, and civic impact of decisions
MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504
<ul style="list-style-type: none">● Accommodations for all subject areas may be viewed here.
RESOURCES – <i>Cited print and electronic sources</i>
<p>The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.</p> <ul style="list-style-type: none">● Convention on the Rights of the Child: Educational Resource. NSW Advocate for Children and Young People, https://www.youtube.com/watch?v=S25L4jllAng.● Rights of the Child. Equality and Human Rights Commission, https://www.youtube.com/watch?v=5KQGz-toMnk.● Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, https://www.nj.gov/education/standards/dei/.● Say no to discrimination in education! - #RightToEducation campaign. UNESCO, https://en.unesco.org/themes/right-to-education/campaign.● Convention on the Rights of a Child Video. Academy 4SC, https://academy4sc.org/video/convention-on-the-rights-of-the-child-childrens-rights-are-human-rights/.● #WorldChildrensDay: What are child rights and why are they important? Unicef India, https://youtu.be/HCYLdtug8sk.● I Have the Right to Be a Child Book Trailer. House of Anansi and Groundwood Books, https://youtu.be/PclSfAugvws.

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- For Every Child 2010. UNICEF, <https://www.youtube.com/watch?v=Mmy9MpwyKnQ>.
- “Embrace Race.” EmbraceRace, <https://www.embracerace.org/>.
- “PBS Parents.” PBS, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.
- Welcoming Schools - My Many Identities: Creating Affirming Classroom Environments: <https://hrc-prod-requests.s3-us-west-2.amazonaws.com/welcoming-schools/documents/WS-Lesson-My-Many-Identities.pdf?mtime=20210509204034&focal=none>.
- Naples, Desmond. *Be Amazing: A History of Pride*. Farrar, Straus and Giroux, 2020.
- “I Am Malala.” Primary Source Pairings, <https://primarysourcepairings.com/i-am-malala/>.

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UNIT OF STUDY	Unit 3- Economics and Entrepreneurship
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is a capitalist society and how does it benefit entrepreneurs? ● What are the elements of an economic system (households, business, laborers, and government) and how do they work together? ● How have scientific and technological developments changed the way the economy and governments function? ● What are the possible consequences of economic decisions for individuals, groups, and societies? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● People make decisions based on their needs, wants, and the availability of resources. ● Economy drives how individuals live, make decisions, and exist in society. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● What is a capitalist economy? How are all the elements of an economic system interconnected? How does an entrepreneur create a successful business in a global economy? ● What are the elements of an economic system? ● What do the terms consumer, producer, goods and services, bartering, supply and demand mean? ● How do businesses use human capital and natural resources? ● How do people make decisions based on their needs, wants, and availability of resources? ● What is a global economy? What products and services do we use in our lives from other countries? ● How are households, businesses, workers, and the government working together in an economy? ● What is scarcity and how is it related to supply and demand? ● What is an entrepreneur? What qualities make a good entrepreneur? ● What motivates entrepreneurs? What qualities do they have that made them successful? How did their good/service relate to the global economy? How did their good/service change our lives? Consider Madam C.J. Walker (first female African American millionaire) and Eric Yuan (inventor of Zoom). ● How do inventors and entrepreneurs create a budget and price their products using their knowledge of the global economy? 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Pre-Assessment Goods and Services Google Form
Formative	<ul style="list-style-type: none"> ● Students will use "William Kamkwamba TED Talk" to complete a written response to a prompt asking students to identify how

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	William made decisions based on his needs, wants, and availability of resources.
Summative	<ul style="list-style-type: none"> Students will work individually or in a group to create a good or service.
Benchmark	<ul style="list-style-type: none"> Same as Summative

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)
Must include the standard # & verbiage

- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconGE.2: 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.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

INTERDISCIPLINARY CONNECTIONS
Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

English Language Arts

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- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- 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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Mathematics

- 4.OA.A. Use the four operations with whole numbers to solve problems.
- 4.OA.C. Generate and analyze patterns.
- CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

Science

- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

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- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.2.5.CAP.7: Identify factors to consider before starting a business.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Economist
- Entrepreneur
- CEO

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Entrepreneurs represented will be from diverse backgrounds.
 - Madam CJ Walker - Amistad Curriculum Mandate
 - Eric Yuan - Asian-American and Pacific Islander Curriculum Mandate

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

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<i>Social Awareness</i>
<ul style="list-style-type: none">• None
<i>Relationship Skills</i>
<ul style="list-style-type: none">• Utilize positive communication and social skills to interact effectively with others
<i>Responsible Decision-Making</i>
<ul style="list-style-type: none">• Develop, implement, and model effective problem-solving and critical thinking skills
MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504
<ul style="list-style-type: none">• Accommodations for all subject areas may be viewed here.
RESOURCES – <i>Cited print and electronic sources</i>
<p>The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.</p> <ul style="list-style-type: none">• Scott, Liz. Alex and the Amazing Lemonade Stand, https://www.youtube.com/watch?v=ZpYRcjZeVK0.• Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, https://www.nj.gov/education/standards/dei/.• What Is an Entrepreneur for Kids. Ask Ultra, https://www.youtube.com/watch?v=Llct1pWSn6Q.• Madam CJ Walker for Kids. Fresberg Cartoons, https://www.youtube.com/watch?v=LOj-L2Z-Nxk.• Founder of Zoom Eric Yuan Immersive Timeline.• https://www.youtube.com/watch?v=JoPMhDvVgFU• Economy Slide Presentation.• TED TALKS online - Entrepreneurs personally discussing their journey. https://www.ted.com/playlists/129/ted_under_20.• <i>Shark Tank</i>. Created by Eric Burnett. ABC.• Mitchell, Margaree King. <i>Uncle Jed's Barber Shop</i>. Aladdin Paperbacks, 1998.• Economics. PBS Learning Media, https://ny.pbslearningmedia.org/subjects/social-studies/economics/?selected_facet=grades:3-5.• "Three Ways to Teach Economics Using Children's Literature." <i>EdWeek</i>, https://www.edweek.org/teaching-learning/opinion-three-ways-to-teach-economics-through-childrens-literature/2017/03.• "Embrace Race." EmbraceRace, https://www.embracerace.org/.• "PBS Parents." PBS, Public Broadcasting Service https://www.pbs.org/show/pbs-parents/.• Aardema, Verna, and Beatriz Vidal. <i>Bringing the Rain to Kapiti Plain</i>. Macmillan Children's Books, 2019.

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- Hess, Karl, and Jane A. Williams. *Capitalism for Kids: Growing up to Be Your Own Boss*. Bluestocking Press, 2005.
- Howard, Ginger, and Cheryl Kirk Noll. *A Basket of Bangles*. Millbrook Press, 2002.
- Kimmel, Eric A., and Andrea U'Ren. *Stormy's Hat: Just Right for a Railroad Man*. Farrar, Straus and Giroux, 2008.
- Lasky, Kathryn, and Nneka Bennett. *Vision of Beauty: The Story of Sarah Breedlove Walker*. Candlewick Press, 2012.
- Levitin, Sonia, and Cat Bowman Smith. *Boom Town*. Scholastic Inc., 2004.
- *Marvelous Mattie How Margaret E. Knight Became an Inventor*. Square Fish, 2014.
- Milway, Katie Smith, and Eugenie Fernandes. *One Hen: How One Small Loan Made a Big Difference*. Kids Can Press, 2008.
- Toren, Adam, et al. *Kidpreneur\$: Young Entrepreneurs with Big Ideas!* Business Plus Media Group, 2009.

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UNIT OF STUDY	Unit 4 - Regions of the United States
PACING	45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How does geography and the human environment interact to develop cultures, societies, and nations? ● How can the four core social sciences help us learn about our region of the country? ● How have different groups contributed to the United States? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Regions are jointly characterized by their cultural, economic, and physical environment. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● How do geographers study the regions of the United States? ● How do the landforms and waterways located in each region affect life there? ● What is the present-day culture of each region and what were the influences? ● How has the industry and economy in each region shaped life in each region? ● How have the features of each region influenced people to live there? ● How has geography helped shape daily life in each region? ● How have historical events shaped life in each region? ● What are the differences between rural, urban, and suburban areas and what features draw people to them? ● What types of maps do geographers use to learn about the regions? 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Sorting States into Regions
Formative	<ul style="list-style-type: none"> ● Sorting States into Regions
Summative	<ul style="list-style-type: none"> ● Regions Board Game
Benchmark	<ul style="list-style-type: none"> ● Same as Summative
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. 	

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- 6.1.5.GeoPP.2: 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.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- 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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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- 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.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Mathematics

- CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

Science

- 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

CAREERS ASSOCIATED WITH THIS UNIT

- Urban Planner
- Geographer
- Surveyor

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DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Peopling of the United States
 - First Americans/Native American Culture
 - Spanish Settlers/Latino Influence
 - African Americans (Amistad Curriculum Mandate)
 - Asian Immigration (Asian-American and Pacific Islander Curriculum Mandate)

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*


- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these

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are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- [TCI Regions of Our Country Unit 2-Unit 6](#).
-  Grade 4 Map Skills
- Interactive United States Landforms Map. Mr. Nussbaum, http://mrnussbaum.com/united-states/united_states_landforms/.
- Interactive United States Cities Map. Mr. Nussbaum, <https://mrnussbaum.com/united-states-cities-interactive-map>.
- “Embrace Race.” EmbraceRace, <https://www.embracerace.org/>.
- “Bring the World to Your Classroom.” PBS Learning Media. <https://ny.pbslearningmedia.org/>.
- “PBS Parents.” PBS, Public Broadcasting Service <https://www.pbs.org/show/pbs-parents/>.