Belvidere Cluster Wide
Social Studies Curriculum
4th Grade
Updated November, 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Mathematics
– Science/Next Generation
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads/Chromebooks
Online resources
Interactive SmartBoard activities

NJSLA Technology
8.1.2.A.2
Create a document using a word processing application.
8.1.2.A.4
Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.B.1
Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.P.C.1
Collaborate with peers by participating in interactive digital games or activities.
8.1.2.E.1
Use digital tools and online resources to explore a problem or issue.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Education & Training
– Finance
– Information Technology
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

– Global Awareness
– Financial, Economic, Business and Entrepreneurial Literacy
– Civic Literacy
– Health Literacy
– Environmental Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Information Literacy
– Media Literacy
– ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
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.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives
– Providing study guides

– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding

- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
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Grade 4

Unit #1 Native American Lands and Cultural Regions

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **1st marking period**
Length: **50 days**
Status: **Published**

Enduring Understanding

Geography shapes needs, culture, opportunities, choices, interests, and skills people in a society.

Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

NJ Student Learning Standards

SOC.6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.CS1	Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Instructional Activities

Research Native American cultures. Without revealing its identity, each group should present a pantomime or dialogue to illustrate an activity of its people. For example, the Shawnee could act fierce, and act out a battle or take on the role of Tecumseh. Have other groups identify the people portrayed. As a class, discuss the interaction of people with their environment.

Create a map from memory of North America labeling physical features. Collect maps and repeat activity at the end of the unit.

Describe and discuss migration, its impact, the adaptations, of Native Americans from different cultural regions, their use of the land, and the resources available. Ask students to take the role of an Indian traveling across North America in 1491. Have each student create a journal entry of the Native Americans the students might meet. Encourage students to write in first person and include details of daily life of the Indian groups they encounter.

Compare and contrast historical Native American groups of several regions, their use of land, and the resources available using Venn Diagram.

Students go on a simulated dig to study the importance of artifacts and the clues they leave behind.

Assign each group one of the Native American peoples. Have groups research the types of clothing their assigned people wore and the materials and method used to make them. Groups should also research how the environment affected their food, clothing and shelter. Have the groups present this in the form of illustrations. (Blue Jacket, Chief Pontiac, Little Turtle, Tecumseh)

Students will play detective and examine primary documents to learn about three different American tribal groups. Have students list of observations that include but are not limited to climate, plant life, animal life, etc. Once the students have completed their observations, they can make hypotheses about the people from whom the tale or recipe derived. How did the people live? What can be hypothesized about their culture? What was important to them?

Students create a classroom museum of Native American artifacts, photographs, or maps. Create explanatory labels that make connections between the item and the life style of the tribe.

Students search for, read, and respond to American Indian origin stories. (Lessonsofourland.org)

View video Native American Culture, History Channel Series (Compare/ contrast tribes using videos, speeches, and photos from each tribe.)

Research how European presence altered the environment (e.g., near extinction of the buffalo, removal of tribes to distant locations) and thus the lifestyle of particular Native groups. The Cherokee tribe is a fruitful subject here. The Cherokee environment was changed by the U.S. government-after living primarily in southeast Georgia, the Cherokee people were removed to Indian Territory in the 1830s, a significant change in climate and terrain. How did this move affect the Cherokee lifestyle? Students should look at changes in food, shelter, clothing, hunting, celebration and other practices.

Use buffalo hunt scenes from *Dances with Wolves* as a secondary source: This 1990 Hollywood film depicts a buffalo hunt by Sioux Indians of the northern plains, including pre- hunt rituals and post-hunt practices. Compare the film with the information about hunting, using, and honoring the buffalo. How are they the same or different? How are non-Indian buffalo hunters depicted?

Watch a video on Native Americans and learn about the values and beliefs, celebrations, daily activities, and other things the Native Americans did. Then have the students write one paragraph about what they learned from the video.

Work with students to help them fill in a chain of events that led to the Trail of Tears: American settlers desire for farmland --7 Indian Removal Act -7 native American Resistance -7 Trail of Tears. Show students a map of the Trail of Tears and help them estimate the length of it. (1000 miles) a rate of eight miles a day, how many days would it have taken the Cherokee to make their journey?

Interdisciplinary Connections

Students create word problems using a Native American story.
http://www.uwosh.edu/coehs/cmagproject/ethnomath/legend/legend4.htm
Students will be able to demonstrate the Native Americans use of pictographs by creating a clay pot story of their own. http://www.atozteacherstuff.com/pages/373.shtml
Exploring Native Americans Across the Curriculum
http://www.educationworld.com/a_lesson/lesson038.shtml
English Language Arts - Ask students to brainstorm a list of commonly used English words derived from Native American languages -- words such as *moccasin*, *buffalo*, *tepee*, *skunk*, *canoe*, *tobacco*, and *opossum*. Encourage students to research library and online resources to locate other words as well. Then have them create and illustrate a dictionary of the words.

 NJSLS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

 NJSLS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

 NJSLS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

 NJSLS.ELA-Literacy.W.5.9.a Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

 NJSLS.ELA-Literacy.W.5.9.b Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").

 NJSLS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

 NJSLS.ELA-Literacy.W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

 NJSLS.ELA-Literacy.W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

 NJSLS.ELA-Literacy.W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

 NJSLS.ELA-Literacy.W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

 NJSLS.ELA-Literacy.W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

Assessments:

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader's Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html

Benchmark:
ELA Research based benchmark

Summative:
End-of-marking period Assessment/ Performance Task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:
Portfolio
Role play
Conferences
Concept Map
Learning Centers
Demonstration station

Create a poster promoting an exhibit on different styles of Native American dwellings. Use research to create an original poster

Texts and Resources
Lessons of Our Land - www.**lessons**ofourland.org
EDsitement Lesson Plan - In this unit, students will heighten their awareness of Native American diversity as they learn about three vastly different Native groups in a game-like activity using archival documents such as vintage photographs, traditional stories, photos of artifacts, and recipes. One factor influencing Native American diversity is environment.
http://edsitement.neh.gov/lesson-plan/not-indians-many-tribes-native-american-diversity#sect-introduction
Amistad Unit 2- Essentials- List of Indians by Regions, Quotes,
Timelines: http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-americas Social
Studies Alive
Picture Books
The Good Rainbow Road - by Simon Ortiz
How Would You Survive as an American Indian? by Scott Steedman
Novels:
*Masters of Empires: Great Lakes Indians and the Making of Americ*a by Micheal McDonnell
*Appach*e by Joyce Rockwood
Novels
Trouble's Daughter by Katherine Kirkpatrick
Videos
History Channel - http://www.history.com/topics/native-american-history/native-american-cultures#
Historical Maps- http://www.worldmapsonline.com/historicalmaps/historical-maps-americas.htm

Unit #2 Exploration and Settlement of New World (Pre 1600)
Content Area: **Social Studies**
Course(s):   **Social Studies**
Time Period: **2nd marking period**
Length: **50 days**
Status: **Published**

Enduring Understanding

People explore for both individual and national reasons.

Essential Questions

What motivates people to explore?
What challenges do explorers face?
How did exploration of Americas lead to settlement?
How were the people and environment impacted?

NJ Student Learning Standards

SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.CS1	Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.

SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.D.1.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

Instructional Activities

Trace the major land and water routes of explorers (Interactive Map)

Eye on Exploration: Take a Second Look -
 http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/439/Eye%20on%20Exploration%20%20Take%20a%20Second%20Look.pdf

Unit provides several activities that focus on the motives and journeys of the explorers.

Introduce and discuss motives for exploration and conquest - The teacher may provide primary and secondary sources (e.g., letters and journal entries of explorers, European leaders; maps of the world at the time of the Age of Exploration) so that students can connect explorers with their representative countries and explain the reasons for the exploration, discovery, and migration to the New World.

Choose a route of an explorer and think of/describe what you would see.

Have students research library and online resources to learn about the first European settlers in their own state. Ask students to find current evidence of the cultural influences of that group, in the form of place or family names, art, food, music, and so on. Create a bulletin board displaying the results of their research.

Research how advances in technology lead to an increase in exploration (e.g. ship technology) - Evolution of Shipbuilding http://www.ruf.rice.edu/~feegi/ship.html

 Advances in mapmaking and shipbuilding http://www.teachingushistory.org/lessons/age_of_exploration.html

Create a replica of a ship that might have been used by early explorers.

Research explorers and present relevant information through oral presentation.

Write a letter from explorer's point of view explaining why they are qualified and what they hope to discover. Present proposal to King/Queen outlining their adventure to the New World.

Create a digital brochure advertising the New World that would ignite a desire amongst those in Europe to migrate to the New World. The brochure may include the location of a new colony, climate, religious freedoms, etc.

Host a debate. Should we Celebrate Christopher Columbus Day? Should he be considered a hero?

Host a gallery walk using images (e.g., foods, animals, plants, disease, etc. traded in the Columbian Exchange) and maps (e.g., countries of origin of the goods traded in the Columbian Exchange) so that students can articulate how the desire (wants and needs) for foreign goods and new trade routes led countries to explore new lands resulting in cultural, biological, and economic exchanges (e.g., animals, plants, culture, diseases, technology and ideas).

Read aloud *Encounter* by Jane Yolen, and point out the characterization of Columbus and the welcome he received from the Taino. Read aloud the author's note in *Encounter*. Discuss the impact of Columbus' "discovery" of America on the Taino and on Europeans.

The teacher may provide political cartoons, images, and/or journal entries depicting the arrival of and interactions between explorers and native peoples so that students can explore the implications (impact/changes on the cultural/traditional patterns) of those initial interactions.

Interdisciplinary Connections

Science/Technology: View "Voyage of Doom," originally broadcast on November 23, 1999. The program chronicles the discovery and excavation of the French explorer Robert Cavelier Sieur de La Salle's ship, *La Belle,* which sank off the coast of Texas in 1686. Underwater archeologist Toni Carrell reveals just how many clues to the ship's construction specialists have been able to tease from the hull of *La Belle*—everything from what kind of tools the builders used to why they numbered each of the timbers.

Throughout the centuries, navigators have used compasses to set and follow their chosen route. Help students

make a compass. (Students will need a sewing needle, a magnet, a bowl of water, and a small piece of paper.) Then invite them to accompany you on a walk near the school and have them use their compasses to chart the course and create a map of the route. Encourage students to repeat the activity at home with an adult family member and to share their neighborhood maps with the class.

Math/Measurement: Invite students to search resources to learn how long Columbus's ship, *Santa Maria*, was. Students will be amazed at its small size! (One possible online source,Columbus's Ship, puts its length at 18 meters, or about 60 feet long.) How does the *Santa Maria* compare in length to some common items such as a classroom table, the distance between two bases on a baseball field, or a school bus? How does it compare in length with some other boats such as a rowboat, a canoe, an ocean liner, the *Titanic*? Challenge students to collect a wide range of measurement data and to create a bar graph that shows the length of the *Santa Maria* in comparison to the lengths of those common things.

English Language Arts:

NJSLS ELA-Literacy.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NJSLS ELA-Literacy.W.5.8
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

NJSLS ELA-Literacy.W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLS ELA-Literacy.W.5.9.a
Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

NJSLS ELA-Literacy.W.5.9.b
Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").

NJSLS ELA-Literacy.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NJSLS ELA-Literacy.W.5.2.a
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

NJSLS ELA-Literacy.W.5.2.b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

NJSLS ELA-Literacy.W.5.2.c
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

NJSLS ELA-Literacy.W.5.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

NJSLS ELA-Literacy.W.5.2.e
Provide a concluding statement or section related to the information or explanation presented.

Assessment

Formative Assessment
Performance Task Assessment: Students will identify reasons for explorations, routes taken, by key explorers and summarize their results (Adventure to the New World Task.) Evaluation includes explorer's journal, accurate supporting evidence, oral presentation. http://score.rims.k12.ca.us/activity/newworld/
Explorer Research Project and Presentation: gather relevant information and compose a short report synthesizing information from at least 3 different sources, presenting the information in his or her own words. Debate can be assessed using a rubric.
Create a timeline that accurately depicts the events of the time period.
Reasons for Exploration - Create mini book on seven reasons for exploration (i.e. curiosity, national pride, trade routes, religion, fame, fortune, desire for foreign goods). Each page should list a reason on the top, draw an icon

representing the reason and add a complete sentence to explain the reason for exploration.

Columbian Exchange - Students create a 4 column chart to include: crop, country of origin, where the crop travelled, and the changes that occurred in the new location as a result of the introduction of the new crop.

Initial Interactions Between Explorers and Natives: Students will create a cartoon that illustrates their predictions of the positive and negative consequences of the interactions between explorers and native peoples in the New World.

Additional Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader's Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
http://www.graphic.org/concept.html

Benchmark:

ELA Research based benchmark

Summative:
End-of-marking period Assessment/ Performance Task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:
Portfolio
Role play
Conferences
Concept Map
Learning Centers
Demonstration station

Texts and Resources

Columbus Columbus Controversy: http://www.history.com/topics/exploration/columbus-controversy
Columbian Exchange Lesson
Plan: http://www.darke.k12.oh.us/curriculum/SocialStudies/Columbian%20Exchange3.
Lesson Plans and resources on early explorers and the economic and political motivations for exploration and settlement of the New World. https://www.cde.state.co.us/standardsandinstruction/ss5-themeltingpot-pdf
Audio/Video of Encounter by Jane Yolen - https://youtu.be/NSRvWlCwlKU
PIRATES! The True and Remarkable Adventures of Minerva Sharpe and Nancy Kington, Female Pirates by Celia Rees
Morning Girl by Micheal Dorris
The Discovery of the Americas by Betsy & Guilio Maestro
Exploration and Conquest by Betsy & Guilio Maestro
If You Lived in 1492 by Barbara Brenner

Unit #3 Immigration/Cultural Beliefs Help to Shape a Nation
Content Area: **Social Studies**
Course(s):   **Social Studies**
Time Period: **3rd Marking Period**
Length: **50 days**
Status: **Published**

Enduring Understanding

Immigration has shaped and defined the United States since its beginning.

Essential Questions

In what ways is the United States a nation of immigrants?
What factors might an immigrant have weighed when considering to emigrate to the United States?
What might be some of the greatest challenges and rewards of immigrants to a new country?
How might various immigrant groups from different periods of US history helped define our culture?

NJ Student Learning Standards

SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.B.CS5	Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.

Instructional Activities

Students read Molly's Pilgrim and compare it to the video

Students research a country and write a short report and/or create a doll that represents the country's culture

Read and discuss the contributions brought and the prejudice that arose with introduction of African American culture

Students perform play that emulates arrival at Ellis Island

https://artsedge.kennedycenter.org/~/media/ArtsEdge/LessonPrintables/grade-34/immigrating_to_america_first_stop_ellis_island.ashx

Read the book Grandfather's Journey and discuss as a class.   As students read, make text-to-self connections

Write an essay: Treasured possessions they would bring on their journey

Diary Entries

Have students take a virtual tour of the tenement (tenement.org)- Students can complete Venn diagram of life in the tenement and their lives OR life in the tenement and the life of an immigrant child today

http://teacher.scholastic.com/activities/immigration/tour/

Students use interactive website to emulate decisions of sea captain – Students make decisions and graph points earned throughout the activity

Students research, sketch and describe one ethnic group's immigration

Students cut out as many different faces from magazines as possible. Faces are glued onto large US map

outline. Look at final collage-Write or discuss – How is the collage reflective of the US?

Students write letters to others, including elected officials, people from history, the principal, family members or other important people

Chart of countries from three time periods which people immigrated to the United States. Make a graph of the data and write a paragraph explaining the immigration patterns over the years. Use the countries as the x-axis and the percent as the y-axis. Be sure to title your graph and make a legend. You can do this by hand or you can use a graphing program such as Excel.

Interdisciplinary Connections

ELA

NJSLS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NJSLS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

NJSLS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

NJSLS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

NJSLS.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.

NJSLS.ELA-LITERACY.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*.

NJSLS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

NJSLS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

NJSLS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

NJSLS.MATH.CONTENT.4.MD.B.4

Texts and Resources

Amistad Commission NJ http://www.njamistadcurriculum.net/history/unit/post-reconstruction

General Resource www.thehistoryproject.com

Lesson Plans Immigration http://www.tec-coop.org/lesson-plan/immigration-experience-4th-grade-unit

Virtual Tour Hull House http://www.hullhousemuseum.org/

Virtual Tour Tenements http://www.tenement.org/immigrate/

http://www.tenement.org/VirtualTour/index_virtual.html

How Many Days to America? *by Eve Bunting*

One Green Apple *by Eve Bunting*

The Name Jar *by Yangsook Choi*

The Blessing Cup *by Patricia Polacco*

Grandfather's Journey *by Allen Say*

It's Okay to be Different *by Todd Parr*

Let's Talk About Race *by Julius Lester*

The Peace Book *by Todd Parr*
The Sneetches and other Storie*s by Dr. Seuss*

Assessment

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader's Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.

Choral Response: In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
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Benchmark:
ELA Research based benchmark

Summative:

End-of-marking period Assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Role play

Conferences

Concept Map

Learning Centers

Demonstration station

Alternative Assessments:

Project - Create a Memory Box based on a picture book:
 https://www.goodreads.com/shelf/show/immigrant-themed-picture-books Ideas for planning and rubric:
http://johnmjames.kprdsb.ca/Teachers/AJackman/downloads/MEMORY%20BOX%20ASSIGNMENT.pd f

Venn Diagram Interactive http://www.readwritethink.org/files/resources/interactives/venn_diagrams/

Webquest "Coming to a New Land" http://p.boersma.tripod.com/

Benchmark Assessment:

POV Narrative Writing - www.parccoline.com rubric

 Read and answer questions: Readworks.org

http://www.readworks.org/passages/famous-africanamericans-duke-ellington

http://www.readworks.org/passages/immigration-immigrant-housing-lowereast-side-manhattan-tenements

Summative Assessment:

End of Unit Assessment/ Performance based project

End of Year Culminating Activity/ Assessment

Unit #4 New Jersey History

Content Area: **Social Studies**

Course(s):   **Social Studies**

Time Period: **4th Marking Period**

Length: **50 days**

Status: **Published**

Enduring Understanding

New Jersey and its geography have influenced the history, economics, and cultural lives of its people.

Essential Questions

How does learning about NJ help to understand one's place in the world?

How has human ingenuity and innovation moved New Jersey's economic and social systems from agricultural to industrial to informational?

How did New Jersey contribute to the development of the nation's history and government?

NJ Student Learning Standards

SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America and describe the challenges they encountered.
SOC.6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey an the United States.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape o New Jersey.
SOC.6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution.
SOC.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.
SOC.6.1.4.C.CS7	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
SOC.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.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.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.
SOC.6.1.4.D.7	Explain the role Governor William Livingston played in the development of New Jersey government.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.

Instructional Activities

Students participate in jigsaw activity OR a station activity on the regions of New Jersey and present information to each other in an oral presentation

Students create a large map of NJ and place physical features, manufacturing, major cities, and natural resources that represent each region

Students review maps of New Jersey to determine how the regions were formed. Students use maps to determine New Jersey's place in the nation and world. Teacher will demonstrate how glaciers changed land over time and class discusses the concept. Students sculpt a three-dimensional map using Styrofoam or oak tag, clay or construction paper to demonstrate the varying elevations

Students work in groups to choose a city and find information about its history and how it contributes to economy. Present to class on poster or powerpoint. Class discussion- Compare chosen locations for Newark and Trenton

Students will evaluate a NJ map with entertainment opportunities and/or activities. They must decide, through written response, if they had $100, what activities they would choose to do and why

Students read short biographical information about men and women who made various contributions to New Jersey. Jigsaw the activity – Have students choose a person they would like to research. Use a bookmark to record information. Share information with each other. Ex: Learn From Biographies activity, interview with person, and other choices

Students complete Industry and Inventions activity

Debate on currrent NJ issues or Inventing the Cotton Gin www.procon.org

Students choose a NJ invention and write an informative essay

Research individuals/events/inventions

Interdisciplinary Connections

ELA

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NJSLS [ELA-LITERACY.RI.4.8](#) Explain how an author uses reasons and evidence to support particular points in a text.

NJSLS [ELA-LITERACY.RI.4.9](#) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Assessment
Formative Assessments:

Debate - http://www.readwritethink.org/files/resources/lesson_images/lesson819/rubric2.pdf
Writing Rubric -
http://www.parcconline.org/assessments/test-design/ela-literacy/ela-performance-leveldescriptors
Students Response to jigsaw acitivites - https://www.jigsaw.org/
Journal Entries
Oral Presentations -
Rubric http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf
Research Reports - Project Resource with
Rubric http://www.howell.k12.nj.us/files/general/302/research_handbook.pdf
Student Discussions - http://www.rec4.com/filestore/NERECListeningSpeakingRubricK6_100913.pdf
One-minute essay: question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two
Self Assessment: students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning
Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied
A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels.

Additional Formative Assessments:
Teacher Observations
Checklists
Design a set of classroom rules
Pair share activity
Exit ticket/cards
Fist Five

List 10 Things
Reflection Journals

Benchmark:
ELA Research based benchmark

Summative:
End-of-marking period Assessment/ Performance Task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:
Collage
Portfolio
Role play
Conferences
Concept Map
Demonstration station

Texts and Resources

Video Clips http://nj.gov/state/historical/dos_his_ihhnj-educational-resources.html
General Resource http://www.jefftwp.org/curriculum/Elementary/Social%20Studies/Grade%204.pdf
Lesson Plans/Resources Grade 4 History of NJ http://www.teachinghistory.org/quick-links-elementary -
Lesson Plans http://nationalgeographic.org/education/teaching-resources
When Washington Crossed the Delaware: A Wintertime Story *by Lynne Cheney's* Websites
for biographies - http://www.biography.com