

**Toms River Regional Schools
SOCIAL STUDIES
CURRICULUM**

Content Area: Social Studies

Course Title: US History: America in the World

Grade Level: 4

**Unit 1:
Southeast**

**September-
October**

**Unit 2
Northeast
&
NJ Research
Project**

**November
December**

**Unit 3
Midwest**

**January
February**

**Unit 4
Southwest**

**March
April**

**Unit 5
West**

**May
June**

Date Created: August 2014

Board Approved on: October 21, 2104

TOMS RIVER SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Unit 1 - Southeast

Target Course/Grade Level: 4th

Unit Summary

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and

the problem is a lifelong skill that develops over time.

Primary Interdisciplinary Connections:

English Language Arts, Science, Technology, Mathematics, and the 21st Century Life and Careers. For further clarifications see NJ Core Curriculum Content Standards at www.njcccs.org

21st century themes:

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarifications see NJ Core Curriculum Content Standards at www.NJgov/education/aps/cccs/career

Learning Targets

Content Standards 6.1.4.A; 6.1.4.B; 6.1.4.C; 6.1.4.D; 6.3.4.A; 6.3.4.C; 6.3.4.D; 8.1.4.A; 9.1.4.A

**W.4; RI.4; SL.4 – See Unit 1*

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.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.
6.1.4.D.14	Trace how the American identity evolved over time.
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.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.

6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.

Unit Essential Questions

- What are the geographic differences and similarities in each region of the United States?
- How do cultures differ from region to region in the United States?
- How do cultural differences in the United States relate to that of the world?
- Analyze the contributions of historical figures in the regions of the United States.
- How did they contribute to the American national heritage?
- Explain how the changing traditions and values have influenced America's beliefs and practices.
- Evaluate the benefits of understanding other cultures in our world.
- What are the qualities of an entrepreneur?
- Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?
- Explain how transportation has helped the settlement and economy within the United States.
- What role has creative, innovative, and scientific achievements played in our historical advancements?
- Identify the causes that transformed America from an agricultural society to an industrial society to the informative age.

Unit Enduring Understandings

Students will understand that...

- geography plays a major role in the diversity of individuals.
- examining multiple perspectives help us understand and tolerate differences.
- historical figures influenced our national heritage.
- global advances will continue to change and enhance American principles.
- by accepting diverse cultures society will continue to grow and improve.
- successful people have qualities that reflect creative and innovative ideas.
- the environment shapes the American heritage.
- technological advances in transportation, science, and the arts have shaped the growth of America.
- communications with different countries are essential to the prosperity of America.
- the process of immigration.
- global Challenges exist, and working together can create solutions.
- the opinions of others are beneficial when working as a Global Community.
- the unfair treatment of others is detrimental to all societies, and creative solutions are necessary.
- New Jersey
 - Landforms and climate
 - Human interaction
 - Locations suited for settlement
 - Major cities
 - Different regions with different economic opportunities
 - Transportation system
 - Governors-first and current

- How has technology advanced our communications globally?
- How does interaction with different cultures and individuals impact our world?
- Explain how an immigrant becomes a U.S. citizen.
- How do people from different nations work together to resolve Global Challenges?
- Why is it important to consider other cultural perspectives and challenges?
- What can be learned from communicating with peers from other parts of the world?
- How do economic and discriminatory actions impact people?

Unit Objectives

Students will know...

- map skills - locate specific US Regions.
- differences and similarities between the regions.
- cultural differences throughout the United States.
- the contributions made by historical figures.
- contributions to America's heritage.
- that traditions and values have changed America.
- global perspectives influence the U.S.

- how entrepreneurs have assisted our history.
- environmental and technological advances change and create opportunities.
- technology in communications has impacted our relationship with other cultures.
- how to become a United States citizen.
- global challenges exist and nations need to work together to resolve.
- the importance of views and opinions from around the world and appreciate individual differences.
- New Jersey
 - Landforms and climate
 - Human interaction
 - Locations suited for settlement
 - Major cities
 - Different regions with different economic opportunities
 - Transportation system
 - Governors-first and current

Unit Objectives

Students will be able to...

- utilize maps and technology to identify regions of the United States.
- compare and contrast regions of the United States.
- examine and relate regions to cultural characteristics.
- chart America's changes over time.
- compare and contrast historical/ fictional figures that influence the United States.
- analyze the pattern of America's traditions and values.
- evaluate the influences from around the world and their effect on the United States.
- evaluate the influences of creative people who affected the history of America.
- explain how advances in technological and environmental changes culturally transformed our history.
- create a timeline that reflects the expansion of transportation.
- generate creative advances that will benefit their community.
- identify the steps leading to United States citizenship.
- analyze global issues that affect their local area and how they compare to other regions.
- compare and contrast similar topics and views from around the world.
- research the effects of bullying and preventative strategies.
- research New Jersey and components of the state in order to complete a project.

Evidence of Learning

Formative Assessments

- Completing a map for the Southeast region
- Research and present material for the Southeast region
- Quizzes
- Notebook
- Graphic Organizers to compare and contrast
- Observations
- Homework
- Class Participation
- Portfolio

Summative Assessments

- Unit Projects such as scrap booking or making brochures of the Southeast region
- PowerPoint or Web Quest Presentation to explore the Southeast region of the United States
- Chapter Tests
- Unit Tests
- Problem Based Learning Projects

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiated Instruction
- Word Banks
- Modified Assignments
- Teacher/Peer Tutoring
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Computers

Maps

Globes Text

Website Materials:

- Smithsonian's History Explorer: www.historyexplorer.americanhistory.si.edu/
- Brain POP: www.brainpop.com
- Read, Write, Think: www.readwritethink.org
- National Geographic Education: <http://education.nationalgeographic.com>
- West Virginia Department of Education (Formative Assessments):
<http://wvde.state.wv.us/teach21/cal.html>
- Project-Based Learning: <http://pbl-online.org/>
- Pro Teacher: www.proteacher.com
- Teach-nology: www.teach-nology.com
- Wonderopolis: www.wonderopolis.org

Literature Selections:

- The Boys' War: Confederate and Union Soldiers Talk About the Civil War, by Jim Murphy
- Dancing Drum: A Cherokee Legend, by Terri Cohlene
- Matthew Brady: Civil War Photographer, by Elizabeth Van Steenwyk
- Life on the Mississippi by Mark Twain

Suggested Activities:

Create a Pamphlet/Advertisement

Write a Travel Itinerary

Keep an Exploration Journal

Teacher Notes: (Suggested)

The Civil War Web Quest

Problem Based Learning Unit:

U.S Geography: The South - <http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-south.cfm>

Topics of Interest:

Study and explore the impact of Hurricanes on this region.

Appalachian Trail activities/elevation maps

Civil War events

Slavery

TOMS RIVER SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Unit 2 – Northeast and New Jersey Research Project

Target Course/Grade Level: 4th

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- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.

- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Develop strategies to reach consensus and resolve conflict. The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Describe how human interaction impacts the environment in New Jersey and the United States.
- Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- Identify the major cities in New Jersey.
- Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- Describe how the development of different transportation systems impacted the economy of New Jersey.
- Explain how key events led to the creation to the state of New Jersey
- Explain the role of Governor William Livingston played the development of New Jersey government.
- 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.

21st century themes:

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarifications see NJ Core Curriculum Content Standards at www.NJgov/education/aps/cccs/career

Learning Targets

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CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited settlement than others.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.7	Explain the role of Governor William Livingston played in the development of New Jersey government.
6.1.4.D.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
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.
6.1.4.D.14	Trace how the American identity evolved over time.
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.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.

W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
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.
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.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , 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, including visually, quantitatively, and orally.
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.

<p>Unit Essential Questions</p> <p><i>Please refer to Unit 1 Essential Questions to be used continuously throughout each Region of the United States.</i></p> <p>Unit Objectives</p> <p><i>Students will know...</i></p> <p>*Please refer to Unit 1 Objectives – to be used continuously throughout each Region of the United States.</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>*Please refer to Unit 1 Enduring Understandings – to be used continuously throughout each Region of the United States.</p> <p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <p>*Please refer to Unit 1 Objectives – to be used continuously throughout each Region of the United States.</p>
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Social Studies
Three-Day Lesson Plan
"Proud to Live in New Jersey"
4th grade

Unit Topic: Proud to Live in New Jersey!

Rationale: The students need to begin to have an understanding of the unique characteristics of the state that they live in such as the geography, agriculture and industry, history, diversity and people. This will give them a solid foundation for future more in-depth study of New Jersey as well as providing a framework to apply when studying other states in the US.

Big Ideas – In order to develop pride in the state of New Jersey, we have chosen to present New Jersey through the following "lens": geography, agriculture, industry, history, and diversity of culture. By utilizing these lenses, students will be able to examine other communities (states, regions, countries, continents) for their educational as well as personal use. Additionally, in an ongoing effort to increase the social consciousness of students (future citizens), it is important to raise awareness of and sense of pride in their state.

Graphic Representation: see attached sheet

Prior Knowledge: As state residents, students may have some understanding of the state particularly from a recreational standpoint. Students will most likely know the most about their own community (Trenton) but less and less about the surrounding areas as you move away from Trenton. We believe that the children are probably ambivalent about living in New Jersey.

Standards: Standard 6.5 (New Jersey History) – All students will demonstrate knowledge, understanding, and appreciation of the geographical, political, social, cultural, and economic history of New Jersey.

C. Regions

1. Describe the major regions of New Jersey.
2. Discuss New Jersey’s role during the American Revolution.

D. State

2. Discuss the industrial and business history of the state, including the lives of factory workers, major industries, occupations, and businesses.
3. Discuss New Jersey’s role in the Underground Railroad, including slavery, abolitionists, and

escape routes through New Jersey.

4. Discuss the contributions of women and African Americans to New Jersey history.

5. Discuss the experiences of immigrants who came to New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.

6. Describe lives of significant people who contributed to the history of New Jersey.

Standard 6.7 (Geography) All students will acquire and apply geographical understanding through the study of spatial relationships among places, people and the environment.

B. Places and Regions

1. Identify the physical and human characteristics of places and regions in New Jersey.

2. Identify and compare the characteristics used to define a region.

3. Identify the characteristics of places and regions from a variety of viewpoints.

Objectives

Geography

1. Students will be able to locate New Jersey on a US map, name the three bordering states and the two major cities in those states that it forms a corridor between. Students will know its relative size versus the other states in the country.

2. Students will be able to name, locate on a state map, and describe 1 - 2 major geographic characteristics of the 3 major regions of New Jersey (Northern Region, Central Region and Southern Region).

3. Students will be able to name and locate on a map at least 3 major cities in New Jersey.

4. Students will be able to name and locate 2 major geographic features/natural resources in New Jersey.

Agriculture

1. Students will be able to identify major agricultural specialties of New Jersey.

2. Students will be able to associate the crop with the area in New Jersey where it is grown.

History/People

1. Students will identify individuals in New Jersey history including explorers and settlers, founding fathers and mothers, famous African Americans, scientists and inventors, military figures and political leaders.

2. Students will be able to explain why these individuals were important in New Jersey's history.

Industry

1. Students will be able to name at least 3 industries that are active in the state.

2. Students will be able to name several products that are produced in New Jersey.

Famous New Jersey Firsts

1. Students will be able to identify achievements in New Jersey history that are specific to New Jersey, such as the first governor and current governor.

2. Students will be able to convey understanding of a New Jersey achievement by role-playing that event.

3. Students will be able to describe in written form an achievement that they would like to be involved with.

Diversity

1. Students will be able to identify 3 reasons for the attraction of New Jersey to recent immigrant populations.

2. Students will be able to read and interpret an Immigration bar graph.

3. Students will be able to name 2 countries that recent immigrant populations have come from.

Hook: We will begin the unit explaining to the students that we need their help. Over the three-day unit, they need to listen carefully and take notes about the unique aspects of New Jersey. We will explain that they each will need to make a presentation to convince a family to move to New Jersey and a businessman to move his company to New Jersey. The presentation will be based on a visual representation project describing why they are proud to live in New Jersey.

Activities

Day 1

We will begin with the hook and a description of the culminating projects and presentations.

Geography

Hook: The lesson on NJ's regions will start with a list of questions about geographic features of the various regions of New Jersey: Such as "Did you know there are mountains tall enough to ski on in New Jersey? But where?" Etc.

1. Students will be given a New Jersey booklet which they will be working through as we complete the three day mini unit on New Jersey.

2. Several geography vocabulary terms will be reviewed first on a vocabulary matching worksheet. (in booklet)

3. Placing New Jersey in the Context of the US: Using a blank map, students will label the bordering states. We will then discuss NJ's relative size, population vis a vis these bordering states as well as the rest of the US. NJ's proximity to 2 of the countries largest cities will also be discussed. (5 minutes)

4. Region by Region Study: Each of the 3 regions in the state will be discussed following the same outline (which students will get quite familiar with) Photos will be shown to illustrate:

Location, Geographic characteristics, and major cities

Recreation

Landmarks

A blank map will be colored in/labeled as various things are discussed. (a common map key will be used by the students to label their NJ map) There will be a master map on a transparency to guide the students in labeling their maps in their booklets.

5. "If I wanted to find _____ in New Jersey, where should I Go?" Activity/Worksheet To gauge understanding of the characteristics of the regions a worksheet/group activity (In pairs?) will be done at this time. Students will have to select the appropriate region based on the clues given. (5 minutes)

Journal Writing about reasons to be proud to live in New Jersey based on the geography of the state.

NOTE: During every journal writing activity, we play softly different music from NJ artists like Frank Sinatra, Bruce Springsteen, Lauryn Hill, etc.

Agriculture

1. Vocabulary words pertaining to this subject will be discussed.

2. Students will match the words with their definitions on a worksheet.

3. Students will review through a pie chart how the Garden State is divided between 1. Forest and non-farm woodlots 2. Agriculture 3. Urban and Built Areas and 4. Other uses

4. Each student will get a plate with food/drink that are "specialties" of the state. They will be able to taste, touch and smell such items as: corn, asparagus, tomatoes, blueberries, peaches, apples, milk, eggs, cranberries, and potatoes.

5. Students will use a map with the counties of New Jersey to label which counties have the above specialties.

6. Students will then write in their journal why they think that the specialties are from those areas of the state. They will be asked to refer back to the geography section as well.

7. Students will have a journal writing assignment about reasons to be proud to live in New Jersey

based on what they learned today.

Day 2

Industry

New Jersey produces products used by the rest of the country, but do you know what they are?

1. Several vocabulary terms will be reviewed first using a vocabulary matching sheet.
2. The various industries will be introduced: chemical products industry, insurance industry, pharmaceutical industry, fishing industry, manufacturing industry, and the mining industry.
3. The students at each table/in each group will be given 1 to 3 products that are from several of these leading industries in NJ. For example, some of the groups may have shampoo, paint, a clam, aspirin, Mr. & Ms. Campbell Soup, and sand. Each group will have to determine which industry it came from, what its used for, and who would be the target customer it would be for. An industry worksheet in their booklet would guide them through these questions.
4. Each group will then present their products to the rest of the class. The rest of class will fill in the names of the products presented under the appropriate heads on a sheet in their Worksheet.
5. Journal Writing Assignment, about reasons to be proud to live in New Jersey based on the industries that are popular here and the products that are produced here.

History/People

1. Vocabulary words will be discussed pertaining to this subject.
2. Students will match their vocabulary words to their definitions in a worksheet.
3. Through a PowerPoint presentation, students will review famous people who contributed to the history of New Jersey.
4. Students will fill in a worksheet about how the world would be different if the famous people had not lived and contributed to the history of New Jersey.
5. The end of the day assignment will be to journal again about what the learned today and if it makes them proud to live in New Jersey.

Day 3

Famous New Jersey Firsts

1. Vocabulary words will be discussed pertaining to this subject.
2. Students will match definitions and vocabulary words on a worksheet.
3. Students will be divided in pairs and given a New Jersey achievement and they will act it out in a game of charades for the other students.
4. An overhead presentation will be given on famous achievements and inventors in New Jersey history.
5. Students will write in their journal what they would like to be famous for as a "first" in New Jersey that hasn't already been accomplished. Their answers will be shared with the rest of the class and school on a bulletin board.

Diversity

1. Several vocabulary terms will be discussed.
2. Students who have recently immigrated to New Jersey will be asked for the reasons that their families moved to New Jersey.
3. Additional reasons for the immigration will be added to the list.
4. Immigration statistics will be presented.
5. A worksheet with the top 10 countries where immigrants came from as of the 2000 census will be shared with the students on a worksheet.
6. The students will work in groups to prepare a bar graph with the census information.
7. Conclusions will be drawn from the bar graph.

The final day will end with a review. We will also discuss the project the children will need to finish

by the following Tuesday and the presentations. We will once again revisit the rubrics for both the project and the presentation.

Culminating Activity:

Description – In order to bring the study of New Jersey full circle, and to have the student internalize the information, they will be asked to create a visual representation of "Why they are proud to live in New Jersey". We will take advantage of a variety of opportunities throughout the three-day unit to assist the students in developing a concept for their project. These opportunities include: a letter home to the parents on the project, reinforcement reminders from cooperating teacher, instruction and suggestion sheet (with rubric), daily journal activity, and a bag of materials from the NJ Division of Tourism. To accommodate all students in the class and their learning styles, we have left the format of the project open-ended so that they can choose to express themselves through art (collage, diorama, small scale model, painting), music (song), poetry, drama (play, skit), etc. Students will be given a week to create the project. In addition to making the project, we will challenge the students further by asking the students to present their project to a panel of "guests" who are considering moving their family or business to New Jersey. Other invited guests may include school officials, government officials, and family members. These presentations will take place one week after the beginning of the unit.

Assessment:

Their "New Jersey Pride" activity book will include a variety of worksheets, activities, maps and vocabulary exercises which will be completed during the unit. We will collect these books in order to assess their involvement and participation. We will give the children a pre-unit activity asking them why they are proud to live in New Jersey. We will revisit this activity at the end of the unit by asking them to complete the same question. This activity along with daily journal writing will be one of the three major tools for assessment in the unit.

Over the course of the unit, we will take notes of the students' individual behaviors and understanding in both group and individual activities. This is the second major assessment tool. Lastly, we will assess the students through rubrics on both the visual project and presentation.

Individualization:

The book was established to assist the students in taking notes and providing an organizational tool for the unit. Past experience has shown that many students in this class are challenged in these areas. By allowing for an open-ended project, students have been given the opportunity to highlight their strengths by selecting the format that works best for them.

This three-day unit will attempt to reach different types of learners that are in our classroom. We will achieve this through visual, auditory and kinesthetic medium in small and large group lectures/presentations.

TOMS RIVER SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

- Completing a map for the Northeast region
- Research and present material for the New Jersey project.
- Quizzes
- Notebook
- Graphic Organizers to compare and contrast
- Observations
- Homework
- Class Participation
- Portfolio

Summative Assessments

- Unit Projects such as scrap booking or making brochures of the Northeast region
- New Jersey Research project
- PowerPoint or Web Quest Presentation to explore the Northeast region of the United States
- Chapter Tests
- Unit Tests

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiated Instruction
- Word Banks
- Modified Assignments
- Teacher/Peer Tutoring
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities

Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further

		directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
	Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
	Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
	Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
	Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
	Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
	Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
	Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
	Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
	Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
	Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
	Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve

		around some facet of the curriculum.
	Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
	Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
	High Prep. Strategies	
	Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
	Tiered assignment/product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
	Independent studies	Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
	4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

<p>Jigsaw</p>	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>
<p>Multiple texts</p>	<p>The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.</p>
<p>Alternative assessments</p>	<p>After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).</p>
<p>Modified Assessments</p>	<p>Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.</p>
<p>Learning contracts or Personal Agendas</p>	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>
<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Readers' Workshop (Writers' Workshop is a parallel strategy)</p>	<p>The Readers' Workshop approach involves students in three types of activities:</p> <ul style="list-style-type: none"> • Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. • Independent Reading Time (30-40 minutes), where

	<p>students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading.</p> <ul style="list-style-type: none"> • Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.
Stations/ Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tape recorded materials at different levels	Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal.</p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Choice Boards	Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

1. Low-prep Differentiation

Choices of books
 Homework options
 Use of reading buddies
 Varied journal Prompts
 Orbitals
 Varied pacing with anchor options
 Student-teaching goal setting
 Work alone / together

Whole-to-part and part-to-whole explorations
Flexible seating
Varied computer programs
Design-A-Day
Varied Supplementary materials
Options for varied modes of expression
Varying scaffolding on same organizer
Let's Make a Deal projects
Computer mentors
Think-Pair-Share by readiness, interest, learning profile
Use of collaboration, independence, and cooperation
Open-ended activities
Mini-workshops to reteach or extend skills
Jigsaw
Negotiated Criteria
Explorations by interests
Games to practice mastery of information
Multiple levels of questions

To Differentiate Content

- _ Reading partners/ Reading Buddies
- _ Read/Summarize
- _ Read/Question/Answer
- _ Visual Organizer/Summarizer
- _ Parallel Reading with Teacher Prompt
- _ Choral Reading/Antiphonal Reading
- _ Flip books
- _ Split Journals (Double Entry - Triple Entry)
- _ Books on Tape
- _ Highlights on Tape
- _ Digests/"Cliff Notes"
- _ Note taking Organizers
- _ Varied Texts
- _ Varied Supplementary Materials
- _ Highlighted Texts
- _ Think-Pair-Share/Preview-Midview-Postview

2. High-Prep Differentiation

Tiered activities and labs
Tiered products
Independent studies
Multiple texts
Alternative assessments
Learning contracts
4-MAT
Multiple-intelligence options

Compacting
Spelling by readiness
Entry Points
Varying organizers
Lectures coupled with graphic organizers
Community mentorships
Interest groups
Tiered centers
Interest centers
Personal agendas
Literature Circles
Stations
Complex Instruction
Group Investigation
Tape-recorded materials
Teams, Games, and Tournaments
Choice Boards
Think-Tac-Toe
Simulations
Problem-Based Learning
Graduated Rubrics
Flexible reading formats
Student-centered writing formats

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Computers
Maps
Globes
Text

Website Materials:

- Smithsonian's History Explorer: www.historyexplorer.americanhistory.si.edu/
- Brain POP: www.brainpop.com
- Read, Write, Think: www.readwritethink.org
- National Geographic Education: <http://education.nationalgeographic.com>
- West Virginia Department of Education (Formative Assessments): <http://wvde.state.wv.us/teach21/cal.html>
- Project-Based Learning: <http://pbl-online.org/>
- Pro Teacher: www.proteacher.com
- Teach-nology: www.teach-nology.com
- Wonderopolis: www.wonderopolis.org
- NJ Kids: http://www.nj.gov/hangout_nj/njkids_scavenger.html
- Medford School District: <http://www.medford.k12.nj.us/page/1170>
- NJ History: <http://www.state.nj.us/state/historykids/about.htm>
- NJ Project: http://www.ehow.com/info_8308826_new-state-projects-4th-grade.html
- Fabulous in Fifth Grade Blog: <http://mrshallfabulousinfourth.blogspot.com/search/label/TallTales>

- **Literature Selections:**
- America's Top 10 Natural Wonders, by Edward Ricciuti
- Legends of Landforms: Native American Lore and the Geology of the Land, by Carole Garbuny Vogel
- Women Win the Vote, by Joanne A. Grote
- The Midnight Ride of Paul Revere by Henry Wadsworth Longfellow

Suggested Activities:

Create a Pamphlet/Advertisement

Write a Travel Itinerary

Keep an Exploration Journal

Teacher Notes: (Suggested)

That's Plymouth Rock Web Quest

Boston Tea Party Web Quest

Ellis Island Web Quest

Problem Based Learning Unit:

The American Revolution: Causes – <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-american-revolution-causes.cfm>

U.S. Geography: The Northeast - <http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-northeast.cfm>

Topics of Interest:

Appalachian Mountains

Niagara Falls

Barnegat Bay

Ellis Island/Immigration

Documents of the U.S.

New Jersey History

1. As required by the NJ Department of Education, teachers in all content areas will integrate the 21st-Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.

[NJ Standards 9 Introduction](#)
[21st-Century Life and Career Standards \(with links to CPIs\)](#)

2. As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
3. PBL tasks found through the resources can be adapted to address various historical/cultural units.
4. In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
5. The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
6. Students must engage in technology applications integrated throughout the curriculum.
7. Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

TOMS RIVER SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Unit Title: Unit 3 - Midwest

Target Course/Grade Level: 4th

Unit Summary

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.

- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Develop strategies to reach consensus and resolve conflict. The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Primary Interdisciplinary Connections:

English Language Arts, Science, Technology, Mathematics, and the 21st Century Life and Careers. For further clarifications see NJ Core Curriculum Content Standards at www.njcccs.org

21st century themes:

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarifications see NJ Core Curriculum Content Standards at www.NJgov/education/aps/cccs/career

Learning Targets

Content Standards 6.1.4.A; 6.1.4.B; 6.1.4.C; 6.1.4.D; 6.3.4.A; 6.3.4.C; 6.3.4.D; 8.1.4.A; 9.1.4.A

**W.4; RI.4; SL.4 – See Unit 1*

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.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.
6.1.4.D.14	Trace how the American identity evolved over time.
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.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
Unit Essential Questions *Please refer to Unit 1 Essential Questions – to be used continuously throughout each Region of the United States.	Unit Enduring Understandings <i>Students will understand that...</i> *Please refer to Unit 1 Enduring Understandings Questions – to be used continuously throughout each Region of the United States.
Unit Objectives <i>Students will know...</i> *Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.	Unit Objectives <i>Students will be able to...</i> *Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.

TOMS RIVER SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

- Completing a map for the Midwest region
- Research and present material for the Midwest region
- Quizzes
- Notebook
- Graphic Organizers to compare and contrast
- Observations
- Homework
- Class Participation
- Portfolio

Summative Assessments

- Unit Projects such as scrap booking or making brochures of the Midwest region
- PowerPoint or Web Quest Presentation to explore the Midwest region of the United States
- Chapter Tests
- Unit Tests
- Problem Based Learning Projects

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiated Instruction
- Word Banks
- Modified Assignments
- Teacher/Peer Tutoring
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Computers

Maps

Globes

Text

Website Materials:

- Smithsonian's History Explorer: www.historyexplorer.americanhistory.si.edu/
- Brain POP: www.brainpop.com
- Read, Write, Think: www.readwritethink.org
- National Geographic Education: <http://education.nationalgeographic.com>
- West Virginia Department of Education (Formative Assessments): <http://wvde.state.wv.us/teach21/cal.html>
- Project-Based Learning: <http://pbl-online.org/>
- Pro Teacher: www.proteacher.com
- Teach-nology: www.teach-nology.com
- Wonderopolis: www.wonderopolis.org

Literature Selections:

- I Have Heard of a Land, by Joyce Carol Thomas
- The Big Rivers: The Missouri, the Mississippi, and the Ohio, by Bruce Hiscock
- Children of the Dust Bowl: The True Story of the School at Weedpath Camp, by Jerry Stanley
- O Pioneers by Willa Cather

Suggested Activities:

Create a Pamphlet/Advertisement

Write a Travel Itinerary

Keep an Exploration Journal

Teacher Notes: (Suggested)

The Westward Expansion Web Quest

The Western States Web Quest

Lewis and Clark Corps of Discovery Web Quest

Problem Based Learning Unit:

U.S. Geography: The Midwest - <http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-midwest.cfm>

Topics of Interest:

The Mississippi River Divide

The Louisiana Purchase

The Dust Bowl

The Railroads – The Transcontinental

Tornado Alley

The Great Lakes

TOMS RIVER SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Unit 4 - Southwest

Target Course/Grade Level: 4th

Unit Summary

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.

- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Develop strategies to reach consensus and resolve conflict. The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Primary Interdisciplinary Connections:

English Language Arts, Science, Technology, Mathematics, and the 21st Century Life and Careers. For further clarifications see NJ Core Curriculum Content Standards at www.njcccs.org

21st century themes:

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarifications see NJ Core Curriculum Content Standards at www.NJgov/education/aps/cccs/career

Learning Targets

Content Standards 6.1.4.A; 6.1.4.B; 6.1.4.C; 6.1.4.D; 6.3.4.A; 6.3.4.C; 6.3.4.D; 8.1.4.A; 9.1.4.A

**W.4; RI.4; SL.4 – See Unit 1*

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.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.
6.1.4.D.14	Trace how the American identity evolved over time.
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.

6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
8.1.4.A.1	Demonstrate effective input of text and data using an input device.
8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.
8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
Unit Essential Questions *Please refer to Unit 1 Essential Questions – to be used continuously throughout each Region of the United States.	Unit Enduring Understandings <i>Students will understand that...</i> *Please refer to Unit 1 Enduring Understandings Questions – to be used continuously throughout each Region of the United States.
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TOMS RIVER SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

- Completing a map for the Southwest region
- Research and present material for the Southwest region
- Quizzes
- Notebook
- Graphic Organizers to compare and contrast
- Observations
- Homework
- Class Participation
- Portfolio

Summative Assessments

- Unit Projects such as scrap booking or making brochures of the Southwest region
- PowerPoint or Web Quest Presentation to explore the Southwest region of the United States
- Chapter Tests
- Unit Tests
- Problem Based Learning Projects

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiated Instruction
- Word Banks
- Modified Assignments
- Teacher/Peer Tutoring
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Computers

Maps

Globes

Text

Website Materials:

- Smithsonian's History Explorer: www.historyexplorer.americanhistory.si.edu/
- Brain POP: www.brainpop.com
- Read, Write, Think: www.readwritethink.org
- National Geographic Education: <http://education.nationalgeographic.com>
- West Virginia Department of Education (Formative Assessments): <http://wvde.state.wv.us/teach21/cal.html>
- Project-Based Learning: <http://pbl-online.org/>
- Pro Teacher: www.proteacher.com
- Teach-nology: www.teach-nology.com
- Wonderopolis: www.wonderopolis.org

Literature Selections:

- The Colorado River, by Carol B. Rawlins
- Old Blue, by Sibyl Hancock
- The Desert is Theirs by Byrd Baylor
- In Search of the Grand Canyon: Down the Colorado with John Wesley Powell, by Mary Ann Fraser

Suggested Activities:

Create a Pamphlet/Advertisement

Write a Travel Itinerary

Keep an Exploration Journal

Teacher Notes: (Suggested)

Southwest Native Americans Web Quest

Topics of Interest:

Grand Canyon

Colorado River (erosion)

Spanish influence on the Southwest region

Oil and Technology

Diversity of land forms

Impact of Climate changes in the region

Navajo influence

TOMS RIVER SOCIAL STUDIES CURRICULUM

Unit Overview

Content Area: Social Studies

Unit Title: Unit 5 - West

Target Course/Grade Level: 4th

Unit Summary

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- The use of technology and [digital tools](#) requires knowledge and appropriate use of [operations and related applications](#).
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- Brain POP: www.brainpop.com
- Read, Write, Think: www.readwritethink.org
- National Geographic Education: <http://education.nationalgeographic.com>
- West Virginia Department of Education (Formative Assessments): <http://wvde.state.wv.us/teach21/cal.html>
- Project-Based Learning: <http://pbl-online.org/>
- Pro Teacher: www.proteacher.com
- Teach-nology: www.teach-nology.com
- Wonderopolis: www.wonderopolis.org

Literature Selections:

- Nine for California, by Sonia Levitin
- Glaciers, by John Ewart Gordon
- Seeds of Hope: The Gold Rush Diary of Susanna Fairchild, California Territory, 1849, by Kristiana Gregory

Suggested Activities:

Create a Pamphlet/Advertisement

Write a Travel Itinerary

Keep an Exploration Journal

Teacher Notes: (Suggested)**Problem Based Learning Unit:**

U.S. Geography: The West - <http://www.discoveryeducation.com/teachers/free-lesson-plans/us-geography-the-west.cfm>

Topics of Interest:

Gold Rush

Boom towns vs. Ghost towns

Rocky Mountains

Yellowstone National Park

Facts about Alaska

Facts about Hawaii