

Mendham Borough Public Schools
Mendham, New Jersey

Curriculum and Instruction

Course of Study

Social Studies: Grade 4

August 23, 2016

I. RATIONALE, DESCRIPTION AND PURPOSE

The circumstances, challenges and promise of the modern world, as well as our nation’s collective intent to perpetuate the ideals of the Republic of the United States, mandate a new vision for social studies education. This vision illuminates the essential connection among social studies learning, democratic values, and positive citizenship. The National Council for the Social Studies (NCSS) advocates the “development of students who can assume the office of citizen.” The vision of the NCSS Curriculum Standards Task Force is the following:

The informed social studies student understands and applies to personal and public experiences the content perspectives of the several academic fields of the social studies. Equally important, the informed social studies student exhibits the habits of mind and behavior of one who respects the relationship between education (i.e., learning) and his or her responsibility to promote the common good.

The Mendham Borough Schools seek to cultivate students’ habits of mind and sense of individual responsibility through a program of social studies education that is grounded in the social sciences and their foundational perspectives (see “District Objectives”). The mission of middle school social studies education in Mendham Borough is the following:

Learners will employ structured methods and processes to analyze and synthesize the multiple disciplines of the social sciences and humanities, and connect human activity across time and place in order to ultimately evaluate the nature of humankind and how people should behave in relation to one another.

The elementary school social studies program guides students through a developmental sequence of overarching themes that shape each yearlong course of study and ultimately provide a four-year sequence of study in the social sciences:

- Grade K: Human Commonality:** Reflections on peoples’ place within the world
- Grade 1: Human Commonality:** Reflections on peoples’ place within the world
- Grade 2: Human Connection:** Reflections on peoples’ relationships to others
- Grade 3: Human Expression:** Reflections on peoples’ relationships to ideas
- Grade 4: Human Kind:** Reflections on the nature of being human

Fourth grade Social Studies learners will discover the principles by which they may evaluate contemporary and historical decisions made by individuals, by communities and by nations. In order to accomplish this, they will engage in inquiry and research with a focus on understanding themselves, other cultures, societal structures and economic interaction. They will travel to all corners of the globe and the far reaches of man’s past to connect the world and its history to their lives today.

II. DISTRICT OBJECTIVES

The district adopts the objectives for social studies education established by the National Council for the Social Studies according to the developmental needs of grade 4 students.

Through the study of culture and cultural diversity, students will understand

- Human beings create, learn, share, and adapt to culture
- Cultures are dynamic and change over time

Through the study of the ways in which human beings view themselves in and over time, students will understand

- Studying the past makes it possible for us to understand the human story across time.
- Knowledge of the past enables us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place.

Through the study of the interactions among people, places and environments, students will understand

- The relationship between human populations and the physical world
- Spatial perspectives and changes in the relationship between peoples, places and environments

Through the study of individual development and identity students will understand

- Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.
- Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are.
- The study of individual development and identity will help students to describe factors important to the development of personal identity.

Through the study of interactions among individuals, groups and institutions, students will understand

- Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.
- It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

Through the study of how people create, interact with and change structures of power, authority and governance students will understand

- The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.
- Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.

Through the study of how people organize for the production, distribution and consumption of goods and services, students will understand

- People have wants that often exceed the limited resources available to them.

Through the study of relationships among science, technology and society, students will understand

- Science, and its practical application, technology, have had a major influence on social and cultural change and on the ways people interact with the world.

Through the study of global connections and interdependence, students will understand

- Global connections have intensified and accelerated the changes faced at the local, national, and international levels.

Through the study of the ideals, principles and practices of citizenship in a democratic republic, students will understand

- An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies.
- Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.

III. ALIGNMENT TO STANDARDS

Social studies instruction in grade 4 aligns with the following **New Jersey Student Learning Standards:**

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

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology

D. History, Culture, and Perspectives

NJCCCS 6.2 (N/A for grades K -4)

NJCCCS 6.3 Active Citizenship in the 21st Century

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

IV. CONTENT, SCOPE AND SEQUENCE, LEARNING OUTCOMES

Grade level benchmarks in fourth grade Social Studies are built into the following units:

Unit 1: Map Skills

This unit begins with a review of map and globe concepts taught in third grade.

In Unit 1, students will know

Maps can be used as tools to help humans understand spatial relationships
Regions form and change as a result of unique physical/ecological conditions

In Unit 1, students will understand

Physical geography, human geography, and the human environment can interact to influence or determine the development of cultures, societies, and nations.
Scientific and technological developments over the course of history have changed the way people live, as well as how governments and economies function.

Interpretations of past events inform our understanding of cause and effect, and continuity and change, as well as influence our beliefs and decisions about current policy issues.

Active citizens recognize the consequences of human interactions with environment and take actions to promote positive outcomes.

In Unit 1, students will be able to

Use physical maps to explain location and spatial relationships of places in New Jersey, the United States and the world

Illustrate that the globe is a model of the earth

Demonstrate basic globe and map skills (i.e. directions, reading a legend)

Compare and contrast types of maps (i.e. political map, population map, etc.)

Compare and contrast information that can be found on different types of maps and determine when the information may be useful.

Create maps to scale using the features of maps (i.e. compass, key, symbols, title)

Unit 2: New Jersey, Past and Present

In this unit, students develop an awareness of their state's location in the nation, and the impact that New Jersey has on the surrounding areas.

In Unit 2, students will know

People settle in different areas of New Jersey for different reasons

New Jersey's distinct physical boundaries

In Unit 2, students will understand

Citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good.

Physical geography, human geography, and the human environment can interact to influence or determine the development of cultures, societies, and nations.

Scientific and technological developments over the course of history have changed the way people live, as well as how governments and economies function.

Interpretations of past events inform our understanding of cause and effect, and continuity and change, as well as influence our beliefs and decisions about current policy issues.

In Unit 2, students will be able to

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.

Identify the major cities of New Jersey

Identify the major bodies of water and states that surround New Jersey

Illustrate why some locations in New Jersey are more suited for settlement than others

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.

Compare and contrast characteristics of regions in New Jersey based on culture, economics, and physical environment to understand the concept of regionalism.

Unit 3: Early New Jersey: People and Culture

In this unit, students will acquire the knowledge and skills to think analytically about how past interactions of people, cultures, and the environment shaped New Jersey's people.

In Unit 3, students will know

Life from different time periods is different

Immigration to New Jersey and America was driven by various reasons

The influence of Lenni Lenape culture is manifested in different regions of New Jersey
Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people
Cultures struggle to maintain traditions in a changing society
Prejudice and discrimination can be obstacles to understanding other cultures
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.

In Unit 3, students will understand

Citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good.
Economic, political, and cultural decisions can promote or prevent the growth of personal freedom, individual responsibility, equality, and respect for human dignity.
Individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources. All of which, have consequences.
Scientific and technological developments over the course of history have changed the way people live, as well as how governments and economies function.
Active citizens exercise their rights and responsibilities by participating in democratic processes.
Active Citizens make informed and reasoned economic decisions and accept responsibility for the consequences of their actions and/or inactions.
Active citizens respect different viewpoints and take actions that result in a more just and equitable society.

In Unit 3, students will be able to

Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey
Discuss how families long ago expressed and transmitted their beliefs and values through tradition, literature, songs, and celebrations
Compare family life in a community of the past to life in a community of the present

Compare the major early culture of the Lenape that existed before the Europeans with the changes in culture after European settlement

Illustrate how various cultural groups have dealt with conflict between maintaining traditional beliefs and adopting new beliefs

Illustrate the importance of the perspectives of other cultures in an interconnected world

Illustrate the challenges immigrants (Lenape) encountered

Compare ways people choose to use and divide natural resources

Unit 4: European Explorers and New Jersey's First Settlers

In this unit, students will acquire the knowledge and skills to think about how past and present interactions of people, cultures, and the environment shape the American heritage.

In Unit 4, students will know

Immigrants came to New Jersey for various reasons and had a major impact on the state

American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States

Settlements and communities within New Jersey have changed over time

Various cultural groups have dealt with conflict between maintaining traditional beliefs and adopting new beliefs

In Unit 4, students will understand

Economic, political, and cultural decisions can promote or prevent the growth of personal freedom, individual responsibility, equality, and respect for human dignity.

Physical geography, human geography, and the human environment can interact to influence or determine the development of cultures, societies, and nations.

Individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources. All of which, have consequences.

Scientific and technological developments over the course of history have changed the way people live, as well as how governments and economies function.

Interpretations of past events inform our understanding of cause and effect, and continuity and change, as well as influence our beliefs and decisions about current policy issues.

In Unit 4, students will be able to

Compare family life in a community of the past to life in a community of the present

Illustrate how key events led to the creation of the United States and the state of New Jersey

Trace how the American identity evolved over time

Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America

Evaluate the impact of voluntary and involuntary immigration on America's growth

Identify key explorers and understand the effects of explorers and settlers on the Native American population and state of New Jersey

Illustrate the role Governor William Livingston played in the development of New Jersey government

Unit 5: The Establishment of the United States of America

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

In Unit 5, students will know

- Rules and laws are developed to protect people's rights and the security and welfare of society
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens
- Key historical events, documents, and individuals led to the development of our nation

- Historical symbols and the ideas and events they represent play a role in understanding and evaluation our history

In Unit 5, students will understand

- Citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good.
- Economic, political, and cultural decisions can promote or prevent the growth of personal freedom, individual responsibility, equality, and respect for human dignity.
- Physical geography, human geography, and the human environment can interact to influence or determine the development of cultures, societies, and nations.
- Individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources. All of which, have consequences.
- Scientific and technological developments over the course of history have changed the way people live, as well as how governments and economies function.
- Interpretations of past events inform our understanding of cause and effect, and continuity and change, as well as influence our beliefs and decisions about current policy issues.
- Active citizens exercise their rights and responsibilities by participating in democratic processes.
- Active citizens recognize the consequences of human interactions with environment and take actions to promote positive outcomes.
- Active Citizens make informed and reasoned economic decisions and accept responsibility for the consequences of their actions and/or inactions.
- Active citizens respect different viewpoints and take actions that result in a more just and equitable society.

In Unit 5, students will be able to

- Illustrate how fundamental rights guaranteed by the United States Constitution are the core values and principles of American democracy
- Compare and contrast responses of individuals and groups to violations of fundamental rights (i.e. the Boston Tea Party, taxation without representation)

- Illustrate how key events led to the creation of the United States and the state of New Jersey
- Illustrate the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government
- Determine the significance of New Jersey's role in the American Revolution
- Illustrate the role of historical symbols and holidays and how they affect the American identity
- Compare family life in a community of the past to life in a community of the present

Unit 6: Growth and Change in America: 1800-1950

In this unit, students will acquire the knowledge and skills to recognize how personal freedoms in a democratic society led to enormous growth in areas such as the population and technology.

In Unit 6, students will know

- Immigrants can become and obtain the rights of American citizens
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States
- 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

In Unit 6, students will understand

- Physical geography, human geography, and the human environment can interact to influence or determine the development of cultures, societies, and nations.
- Individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources. All of which, have consequences.
- Scientific and technological developments over the course of history have changed the way people live, as well as how governments and economies function.
- Interpretations of past events inform our understanding of cause and effect, and continuity and change, as well as influence our beliefs and decisions about current policy issues.
- Active citizens exercise their rights and responsibilities by participating in democratic processes.
- Active citizens recognize the consequences of human interactions with environment and take actions to promote positive outcomes.
- Active Citizens make informed and reasoned economic decisions and accept responsibility for the consequences of their actions and/or inactions.
- Active citizens respect different viewpoints and take actions that result in a more just and equitable society.

In Unit 6, students will be able to

- Describe the process by which immigrants become United States citizens
- Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey
- Describe how the development of different transportation systems impacted the economies of New Jersey and the United States
- Illustrate how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods
- Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age
- Illustrate how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and around the world.

- Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America
- Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today
- Illustrate the impact on the trans-Atlantic slavery on New Jersey, the nation, and individuals
- Trace how the American identity evolved over time
- Describe why it is important to understand the perspectives of other cultures in an interconnected world

Unit 7: Democracy in the United States

In this unit, students will acquire the knowledge and skills to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

In Unit 7, students will know

- Rules and laws are developed to protect people's rights and the security welfare of society
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens
- American constitutional government is based on principles of limited government, shared authority, fairness, and equality
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns
- In a representative democracy, individuals elect representatives to act on the behalf of the people
- The United States democratic system requires active participation of its citizens
- Key historical events, documents, and individuals led to the development of our nation

In Unit 7, students will understand

- Scientific and technological developments over the course of history have changed the way people live, as well as how governments and economies function.

- Interpretations of past events inform our understanding of cause and effect, and continuity and change, as well as influence our beliefs and decisions about current policy issues.
- Active citizens exercise their rights and responsibilities by participating in democratic processes.
- Active citizens recognize the consequences of human interactions with environment and take actions to promote positive outcomes.
- Active Citizens make informed and reasoned economic decisions and accept responsibility for the consequences of their actions and/or inactions.
- Active citizens respect different viewpoints and take actions that result in a more just and equitable society.

In Unit 7, students will be able to

- Illustrate how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good
- Illustrate how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy
- Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of the United States government
- Illustrate how the United States government is organized and how the Constitution defines and limits the power of government
- Distinguish the roles and responsibilities of the three branches of the national government
- Illustrate how national and state governments share power in the federal system of government
- Illustrate how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels
- Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level
- Illustrate how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

- Illustrate the process of creating change at the local, state, or national level
- Illustrate how key events led to the creation of the United States and the state of New Jersey

VI. INSTRUCTIONAL TECHNIQUES

Social studies education relies on a variety of instructional techniques to meet the continuum of learners' interests, learning profiles and readiness levels. Differentiation is the commitment and mechanism through which the developmental needs of a range of readiness levels are met. Differentiated instruction is accomplished through pre-assessment and ongoing formative assessment. Differentiation in content, product and/or process addresses the needs of exceptionally able students and scaffolding of varying degree is provided to support less ready students in meeting worthy and appropriately rigorous learning outcomes. Instructional objectives, strategies and materials emphasize relevance, authenticity, and student-centered learning.

Instructional techniques in social studies education include the following:

- Direct instruction and modeling/thinking aloud of social studies skills
- Direct instruction and modeling/thinking aloud of applications of social studies skills
- Partnership talk
- Whole class discussion
- Small group strategy lesson
- Individual or group conferencing
- Inquiry based experiences

VII. ASSESSMENT

Assessment in science instruction is anchored by formative and summative assessment that provides both timely and relevant feedback to students and staff. Best practices in the science classroom are numerous and may include:

- Pre-assessment of skills, knowledge, and understandings
- Formative (ongoing) assessment through regular checks
- Periodic teacher-student conferences to assess development of skills, knowledge, and understandings

- Teachers' observation of students' independent inquiry skills
- Teachers' observation of students' independent problem solving
- Performance assessments that require students to apply concepts, skills, and problem-solving strategies to real-world problem-based scenarios
- Written responses to unit questions
- Summative assessments such as quizzes, tests and projects