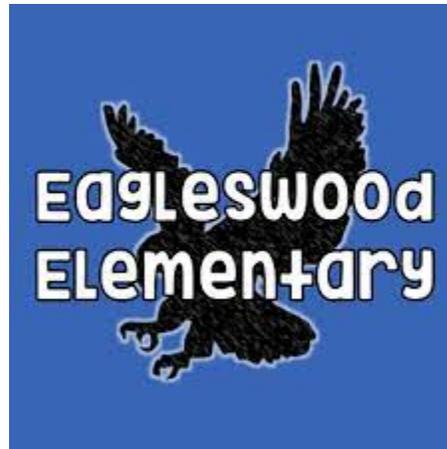


Eagleswood Township Elementary
School District



Social Studies Curriculum

4th Grade

Adopted by the Eagleswood

Board Of Education

August 15, 2022

Content Area: Social Studies
Grade Level: Fourth Grade
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Pacing Guide

UNIT	Timeframe
1. Geography and Map Skills	Marking Period 1
2. New Jersey's Land and Native Peoples	Marking Period 2
3. Europeans form Colonies in New Jersey	Marking Period 3
4. New Jersey during the American Revolution	Marking Period 4
5. Prejudice, Tolerance and Diversity	Ongoing

Interdisciplinary [Standards](#) and indicators (NJSLs/ CPIs)

NJSLs for [Computer Science and Design Thinking](#) ([crosswalk](#))

- 8.2.8.EC.1
- 8.2.8.EC.2
- 8.1.5.CS.2
- 8.1.5.NI.1
- 8.1.5.IC.1
- 8.1.5.DA.1
- 8.1.5.DA.3
- 8.1.5.DA.4
- 8.1.5.DA.5

NJSLs for [Career Readiness, Life Literacies, and Key Skills](#) ([crosswalk](#))

- 9.1.2.CR.2:
- 9.1.2.FP.2
- 9.1.2.RM.1

NJSLs for [Social Emotional Learning](#)

- SELRDM3
- SELRDM1
- SELRS1
- SELRS2
- SELRS3
- SELRS4
- SELRS5
- SELSoc1
- SELSoc2
- SELSoc3

- SELSoc4

Unit 1- Standards and indicators

NJSLS for Social Studies

- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.8.CivicsPD.3: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation,

communications).

- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Unit 1-Geography and Map Skills

Central Idea/ Enduring Understanding Students will understand:

Maps are visual representations which can help a person draw conclusions about a geographical location.

Geography tells about the Earth, people, plants, and animals that live on Earth.

Maps are a tool which can be used to analyze a region.

People immigrated to the United States for unique reasons.

Guiding Questions

What stories do maps tell?

How does geography help me?

How can maps serve as a tool to understand the characteristics of our country and world?

How do the contributions from various ethnic groups help shape our culture and history?

Why is it important to understand the

<p>Culture is a way of life for a group of people who share similar beliefs and customs.</p>	<p>perspectives of other cultures?</p>
<p>Content</p> <p>Maps are geographic tools that provide data about location, weather, climate, landforms, and physical characteristics of a state, region, or country.</p> <p>Geography tells about people, plants, and animals that live on Earth.</p> <p>Geographic features are the types of land and bodies of water found in a community.</p> <p>Maps help us communicate information for different purposes and provide data to investigate cultural differences between regions.</p> <p>People of various cultures contribute to the wellbeing of our community and country.</p>	<p>Skills (objectives) Students will be able to:</p> <p>Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.</p> <p>Identify the physical and human characteristics that differentiate the regions of the United States.</p> <p>Compare and contrast characteristics of regions on a map.</p> <p>Describe how landforms, climate and weather, and availability of resources impact where and how people live and work.</p> <p>Demonstrate using latitude and longitude, a compass rose, map key and map scale.</p> <p>Describe the process by which immigrants can become United States citizens.</p> <p>Explain how the interactions of people and events throughout history shape the world we experience today.</p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world and illustrate how the American identity has evolved over time.</p> <p>Determine factors that impacted immigration, settlement patterns and regional identities of the U.S.</p>
<p>Suggested Learning Opportunities and Strategies</p> <p>Using a Grid https://www.nationalgeographic.org/activity/using-grid-zoo-map/</p>	<p>Suggested Resources</p> <p>2012. Harcourt Social Studies: New Jersey. Houghton Mifflin Harcourt Publishing Company. Brainpop https://www.brainpop.com/</p>

Mapping Your State

<https://www.nationalgeographic.org/activity/mapping-your-state/>

Latitude/Longitude

<https://www.nationalgeographic.org/activity/latitude-longitude-puzzle/>

Apply map-reading skills to locate places using the lines of latitude and longitude.

<https://www.nationalgeographic.org/maps/mapmaker-latitude-longitude/>

Cardinal Directions

<https://www.nationalgeographic.org/activity/cardinal-directions-and-maps/>

Reading a Resource Map

<https://www.nationalgeographic.org/activity/reading-resource-map/>

How to make a globe:

https://www.youtube.com/watch?v=Y95tm_02HNq

Write a journal entry/log from the perspective of an immigrant describing your journey and contributions to the United States.

Create a list of items you would bring to the United States if you were traveling to a new place.

Constructing a family coat of arms

<https://glazermuseum.org/make/coatofarms>

Discuss why it is important for people to preserve their heritage

Readworks <https://www.readworks.org/>

The 7 Continents, 5 Oceans Song by Nancy Kopman

https://www.youtube.com/watch?v=_P-x4zP9rPo

Internet4Classrooms

<https://www.internet4classrooms.com/4thSocSt.htm>

Education World.

http://www.educationworld.com/a_lesson/lesson287b.shtml

Map Maker

https://www.nationalgeographic.org/topics/mapmaker/?q=&page=1&per_page=25

Mapping Landforms

<https://www.nationalgeographic.org/activity/mapping-landforms/>

Britannica: Immigration for Kids

<https://kids.britannica.com/kids/article/immigration/399508>

Immigration facts for Kids

<https://kids.kiddle.co/Immigration>

Schoolhouse Rock: Great American Melting Pot

 Schoolhouse Rock - "The Great Americ..."

Teachertube: A Virtual Voyage to Ellis Island

 TeacherTube - A Virtual Voyage to Ellis ...

Read Alouds: Say, Allen. Grandfather's Journey

Cohen, Barbara. Molly's Pilgrim

Hest, Amy. When Jessie Came Across the Sea

<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Participation and teacher observation Vocabulary Quizzes Exit Passes Chapter tests District benchmarks or interim assessments End of unit tests Anecdotal records Presentations and projects</p>

Unit 2- Standards and indicators

NJSLS for Social Studies

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPI.3: Explain 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.
- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or

national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Unit 2-New Jersey's Land and Native Peoples

Central Idea/ Enduring Understanding

New Jersey's regions are the Atlantic Coastal

Guiding Questions

How have landforms, climate and weather, and availability of resources impacted

<p>Plain, Piedmont, Highlands and the Ridge and Valley.</p> <p>New Jersey's greatest natural resource is its location.</p> <p>Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.</p> <p>The geography of this region played an important role in exploration, settlement, and trade.</p> <p>Population and political changes impact the growth, and culture of communities.</p> <p>All cultures are unique, but share similarities and differences.</p>	<p>where and how people live and work in the regions of New Jersey?</p> <p>What is a natural resource and how do we make choices to use them? (ex: lumbering, shipbuilding, fishing and whaling, use of water power for textiles, farming, dairy farming)</p> <p>Who were the Native American groups of New Jersey and how did they live and interact with the environment?</p> <p>How is chief Oratam connected to New Jersey history?</p> <p>How does preserving the Lenape heritage connect present events to the past?</p>
<p>Content</p> <p>Geographical forces, climate, landforms, and natural resources determined the way of life for a variety of cultural groups</p> <p>New Jersey has many natural resources. A natural resource is something that is in nature that is ready for people for use.</p> <p>Native Americans established successful cultures in North America.</p> <p>Reading stories about the Lenni Lenape (Native Americans) helps us discover patterns in their ability to survive and thrive</p> <p>The Lenape of New Jersey lived in villages near rivers, streams and lakes and interacted with their natural environment to hunt, fish, gather and farm food.</p>	<p>Skills (objectives)</p> <p>Students will be able to:</p> <p>Describe the natural features of New Jersey and identify geographical regions on a map where Native Americans settled and the characteristics of each region (Ridge and Valley, Piedmont Plateau, Coastal Plains, Highlands).</p> <p>Recognize that specific landforms influence economic activities such as farming, fishing, and mining, which are also crucial in today's world.</p> <p>Identify New Jersey's natural resources and understand that the natural resources of a region affect the types of food, clothing, shelter, transportation, and tools people create.</p>

<p>Lenape groups shared similar cultures, although the roles of men, women and children were distinctly different.</p> <p>Lenape traditions are still practiced today.</p>	<p>Demonstrate the difference between renewable and nonrenewable resources.</p> <p>Explain how the Lenni Lenape used legends to explain their world and understand how traditional stories and beliefs about history, culture, and the natural World</p> <p>Discuss how preserving Lenni Lenape heritage connects present events to the past Identify ways language can be used to present aspects of culture and heritage by discussing the family unit, values, culture, roles, and expectations of the Lenni Lenape.</p> <p>Examine how prejudice and discrimination can be obstacles to understanding other cultures.</p> <p>Explain how the interactions of people and events throughout history shape the world we experience today.</p>
<p>Performance Tasks</p> <p>Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning</p> <p>Participation and teacher observation Vocabulary Quizzes Exit Passes Chapter tests District benchmarks or interim assessments End of unit tests Anecdotal records Presentations and projects</p>
<p>Suggested Learning Opportunities and Strategies</p> <p>Work in groups to identify New Jersey’s regions, features, bordering states. https://mrnussbaum.com/new-jersey-interactive-map</p> <p>Turn and talk: Discuss natural resources in</p>	<p>Suggested Resources</p> <p>2012. Harcourt Social Studies: New Jersey. Houghton Mifflin Harcourt Publishing Company.</p> <p>Fullnari-Willever, Lisa. Nicky Fifth’s Garden State Adventure. Franklin Mason Press, 2004.</p>

each region of New Jersey. Prepare and present “advertisement” for others to visit said region.

Students create pamphlets for New Jersey exploring regions.
<http://nickyfifth.com/stamp-stops/passport-to-the-garden-state/>

Create Native American Diorama. Each student creates one scene. Scenes can be joined together to create Native American Teepees.  [Triorama](#)

Create buffalo skin and story from paper bags
<https://www.craftsuprint.com/projects/paper-craft/making-and-transforming-paper/how-to-make-a-paper-bag-look-like-a-deer-hide.cfm>

Compare and Contrast the roles of men, women and children.

Compare and Contrast your day with the life of a Lenape child.

<http://nickyfifth.com/curriculum/garden-state-adventure/>

New Jersey History for Kids
<https://www.state.nj.us/state/historykids/teachersGuide.htm>

National Geographic Kids: Facts about New Jersey
<https://kids.nationalgeographic.com/geography/states/article/new-jersey>

Brainpop
<https://www.brainpop.com/socialstudies/nativeamerica/>

Kids Britannica: Leni Lenape
<https://kids.britannica.com/kids/article/Leni-Lenape/353046>

Facts for Kids: Leni Lenape
http://www.bigorrin.org/lenape_kids.htm

Brainpop
<https://www.brainpop.com/socialstudies/nativeamerica/>

Sustainable New Jersey Schools
<https://www.sustainablejerseyschools.com/resources/resource-library/climate-change-curriculum/>

Unit 3- Standards and indicators

NJSLS for Social Studies

- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes,
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconET.2: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconEM.2: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different

regions of New Jersey.

- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Unit 3-Europeans form Colonies in New Jersey

Central Idea/ Enduring Understanding

Goals, routes, and impact of various European explorers came to New Jersey in the late 15th and 16th centuries.

Europeans came to America for religious freedom, freedom of speech and various other reasons.

Guiding Questions

Who were the early explorers of New Jersey and what routes did they take from Europe to the New World?

What impact did the early explorers have on the New World?

<p>There are many different people who have impacted the way that our state and country are shaped and have contributed to the improvement of society.</p> <p>People of various cultures contribute to the wellbeing of our community and country.</p>	<p>What is a colony?</p> <p>How did life in the North American colonies differ from life in Europe?</p> <p>How did life in the North American colonies differ from life today?</p>
<p>Content</p> <p>Explorers came to America and interacted with Native Americans.</p> <p>The first voyages of exploration in the New Jersey area opened trade routes for other countries.</p> <p>The Dutch were the first settlers in New Jersey.</p> <p>Colonists came to America for religious freedom.</p> <p>Some colonists came to America in the form of slaves, indentured servants or apprentices.</p> <p>The life of the colonists and their relationship with the Lenape was different in the early Americas.</p> <p>New Jersey was originally separated into East Jersey and West Jersey, but later became a unified royal colony.</p>	<p>Skills (objectives)</p> <p>Students will be able to:</p> <p>Analyze maps as primary sources for trade routes.</p> <p>Explain the goals, routes and impact of the various European explorers who came to New Jersey in the late 15th and 16th centuries.</p> <p>Describe colonial life in New Jersey.</p> <p>Explain why settlers left their homelands.</p> <p>Compare and contrast voluntary and involuntary populations.</p> <p>Compare and contrast quality of life in Europe and the New World.</p> <p>Compare and contrast the lives of slaves, indentured servants, and apprentices in British colonial North America</p>
<p>Performance Tasks</p> <p>Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning</p> <p>Participation and teacher observation Vocabulary Quizzes Exit Passes</p>

	<p>Chapter tests District benchmarks or interim assessments End of unit tests Anecdotal records Presentations and projects</p>
<p>Suggested Learning Opportunities and Strategies</p> <p>Describe colonial life in New Jersey and present findings in the form of an essay, poster, google presentation.</p> <p>Compare and contrast voluntary and involuntary populations, create a journal entry about your voyage to the New World.</p> <p>Compare and contrast quality of life in Europe and the New World. Write a letter home from the point of view of a colonist in the New World.</p> <p>Turn and talk to discuss what goes into developing a colony, and how to make it successful.</p>	<p>Suggested Resources</p> <p>2012. Harcourt Social Studies: New Jersey. Houghton Mifflin Harcourt Publishing Company.</p> <p>Early Exploration of New Jersey http://www.njfounders.org/history/early-exploration-new-jersey</p> <p>Colonial Life in New Jersey https://study.com/academy/lesson/new-jersey-colony-lesson-for-kids-facts-history.html</p> <p>Children in the colony of New Jersey https://www.sidmartinbio.org/what-did-the-children-do-in-the-new-jersey-colony/</p> <p>Britannica Kids: New Jersey https://kids.britannica.com/kids/article/New-Jersey/345507</p> <p>History for Kids https://www.historyforkids.net/servants-slaves-and-apprentices.html</p> <p>Smithsonian: New Jersey Colonies https://learninglab.si.edu/search/?f%5B_types%5D%5B%5D=resource&st=new%20jersey%20colonies&s=&page=1</p> <p>Brainpop https://www.brainpop.com/</p> <p>Readworks https://www.readworks.org/</p>

<p>Unit 4- Standards and indicators</p>
<p>NJSLS for Social Studies</p>

- social, economic, and political opportunities during the Colonial era.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.GeoPP.1: Compare and cont
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

Unit 4-New Jersey in the American Revolution

Central Idea/ Enduring Understanding

New Jersey was the Crossroads of the American Revolution.

The regional geography of New Jersey, with rivers and highlands between New York City and Philadelphia, played a crucial role in the American Revolution and the survival of the Continental Army.

There were 296 engagements that occurred within New Jersey, more clashes than occurred in any other colony in the Revolutionary War.

The colonists of New Jersey did not always view the Revolution from the same point of view, just as there are different points of view in today's world.

Guiding Questions

Were Americans united as a nation at this time?

What were the different perspectives of Loyalists, Patriots, and Continental officers regarding the Revolution and whether the people should support the army?

Why was New Jersey called the "Crossroads of the Revolution"?

Why was New Jersey the site of so many battles and encampments in the American Revolution?

What was the effect of the war and the encampments on the population?

Besides taking part in the battles, how else did people in New Jersey support the Revolutionary War?

Content

New Jersey was the site for two winter encampments for the colonial armies, as well as the site of major battles in the Revolution.

New Jersey's coastline and the Delaware River helped the colonists to disrupt supplies to British troops.

New Jersey also had natural resources critical to waging war, including iron ore for cannons, farms to grow food and salt to preserve food.

New Jersey is the "crossroads of the revolution" because it was in a strategically critical location between Philadelphia and New York.

Skills (objectives)

Students will be able to....

Use a map of New Jersey as a primary source

Compare and contrast the views and experiences of some New Jerseysans who were Patriots and others who were Loyalists.

Identify the resources New Jersey provided to support the American Revolution

Describe how New Jersey's geographical features helped to defeat the British and how its natural resources were critical elements within the war

	<p>Identify the events and impact of some of the battles of the American Revolution fought in New Jersey.</p> <p>Justify why New Jersey is called the Crossroads of the American Revolution.</p>
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Participation and teacher observation Vocabulary Quizzes Exit Passes Chapter tests District benchmarks or interim assessments End of unit tests Anecdotal records Presentations and projects</p>

Unit 5- Standards and indicators

NJSLS for Social Studies

- 6.1.5 Civics HR.2 Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5 CivicsHR.3 Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **Additional standards in tolerance curriculum**

**Unit 6-Tolerance, Diversity and Prejudice Education
(Please refer to tolerance curriculum linked above)**

NOTE: Teachers should follow the specific curricular accommodations for students with individualized learning plans such as IEPs and 504

Accommodations for Various Learners

Students that are English Language Learners:

1. Retell content information in easier English
2. Use simple sentence structure (verb-subject-object)
3. Use high frequency words

4. Avoid negative phrasing such as all, but, except
5. Actively help students build connections and associations in order to access background knowledge or previously taught information
6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
7. Use visuals to explain ideas
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Assess whether the student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problem solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

Students listed as Gifted & Talented:

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving

6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy
10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Students with 504 Plans:

Environmental Strategies

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Presentation Strategies

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"
- Reinforce study skills strategies (survey, read, recite, review)

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

Evaluation Methods

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part

- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Students that are At Risk:

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Vary the method of lesson presentation using multi-sensory techniques
5. Provide small group or individual instruction
6. Reinforce the use of compensatory strategies
7. Reinforce self-monitoring and self-reflecting strategies
8. Buddy in class to assist and clarify
9. Actively help students build connections and associations in order to access background knowledge or previously taught information
10. Directly teach learning strategies
11. Repeat major points of information
12. Provide visual cues (posters, number lines, gestures, use of technology)

Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)

Universal Design for Learning

Recognition Networks

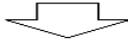
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways



**Principle #1:
Provide Multiple Means of
Representation**

Strategic Networks

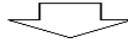
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



**Principle #2:
Provide Multiple Means of
Action and Expression**

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning



**Principle #3:
Provide Multiple Means of
Engagement**