

Unit Overview	
Content Area: Social Studies	
Target Course/Grade Level: 4	
<p>Unit Title: Civics, Government, and Human Rights</p> <p>Overview: During this unit, students will explore how a democratic American government was set up and is currently run. Students will have the opportunity to think about their rights and responsibilities as citizens on different levels from locally to globally. In addition to this, students will be encouraged to analyze and evaluate how diverse cultures contribute to American society as well as collaborate to bring about social change in our world.</p>	
NJCCC Standard Number: 6.1 U.S. History: America in the World	
<p>Standard Statement:</p> <p>All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Primary interdisciplinary connections:</p> <p>~Lucy Calkins Persuasive and Opinion Writing</p>	
21st Century Skills/Themes:	
Core Social Studies Skills:	
Chronological Thinking:	Place key historical events and people in historical eras using timelines. Explain how the present is connected to the past.
Spatial Thinking:	Determine locations of places and interpret information available on maps and globes. Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
Critical Thinking:	Distinguish fact from fiction. Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
Presentation Skills	Use evidence to support an idea in a written and/or oral format.
<p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP12: Work productively in teams while using cultural global competence. 	

Learning Targets

Strand: Civics, Government, and Human Rights

Content Statements

- 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.
- 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 examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- 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.

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness

NJ Technology

- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.

HADDONFIELD PUBLIC SCHOOLS

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “ <u>common good</u> ” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a <u>representative democracy</u> , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.A.8	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.
6.1.4.A.11	Explain 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.
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.

HADDONFIELD PUBLIC SCHOOLS

8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why are rules and laws important to American society? • How can citizens bring about social change in their world? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The US government is democratic in nature and operates on different levels. • US citizens have rights and responsibilities in a representative democracy. • US citizens can work to make a positive change in their world.
<p>Unit Learning Targets</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe the rights and responsibilities of US citizens. • Identify the roles and responsibilities of the three branches of the federal government. • Compare and contrast the roles of the different levels of government. • Recognize that US citizens can bring about social change in their world when they collaborate. 	
<p>Evidence of Learning</p>	
<p>Equipment/Materials needed: ~TCI subscription ~TCI textbook/interactive student notebook ~Smartboard/projector</p> <p>Teacher Resources: TCI scope and sequence: Lessons 17.1, 17.2, 17.4, 17.5, 17.6 Reading Further: Student Citizens Help Make Laws TCI textbook pages 314-319.</p> <p><u>Additional Resources</u> Brainpop video-US constitution Brainpop video-Bill of Rights Brainpop video- Branches of Government Brainpop game- Branches of Government School house rock video- Three Ring Government- https://www.youtube.com/watch?v=-</p>	

EISWIY9bG8

Discovery Education video: TLC Elementary School: Understanding Government (25 min.)

Discovery Education video: This is Our Government (18 min.)

Discovery Education video: America at its Best: The American Government (15 min.)

Discovery Education: Skill builder: Distribution of Power in the Federal Government

Discovery Education: Song about Government: Teacher and the Rockbots: Branches of Government

Video about Government: <http://ed.ted.com/lessons/how-is-power-divided-in-the-united-states-government-belinda-stutzman>

Online games <http://bensguide.gpo.gov/games>

Government webquest <http://zunal.com/webquest.php?w=57636> or

<http://nanunet.lhric.org/HighviewElementary/Grade4/G4government/governmentstart.htm>

Formative Assessments: Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessment include but are not limited to:

- Students write a bill they would like turned into a law and added to the bill of rights.
- Students will write a campaign slogan based on the branch of government they would like to pursue.

Summative Assessment (end of module)

- Students' performance on the common assessment will be a significant factor in the determination of report card grades.
- [Rubric for summative assessment](#)

Lesson Plans

Suggested Lesson Pacing: 8 weeks (September-October)

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/2014/ss/>

<http://www.teachtci.com/>

Additional general resources:

<https://www.icivics.org/>

HADDONFIELD PUBLIC SCHOOLS

Unit Overview
Content Area: Social Studies
Target Course/Grade Level: 4
Unit Title: History, Culture, and Perspective
Overview: In this unit, the students will learn about how America was formed. They will explore the concepts of immigration and its link to the present state of cultural diversity in the United States. Students will become familiar with historical documents and figures, as well as key events in history.
NJCCC Standard Number: 6.1 U.S. History: America in the World
Standard Statement: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Primary interdisciplinary connections: ~Non-fiction mini-readers from Journeys program ~Lucy Calkins: Bringing History to Life
21st Century Skills/Themes: 9.1.4.D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
Learning Targets
Strand: History, Culture and Perspective
Content Statements <ul style="list-style-type: none">• Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.• Key historical events, documents, and individuals led to the development of our nation.• The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.• Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.• 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.• Prejudice and discrimination can be obstacles to understanding other cultures.• Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.• The cultures with which an individual or group identifies change and evolves in response to interactions with other groups and/or in response to needs or concerns.• 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.

HADDONFIELD PUBLIC SCHOOLS

CPI #	Cumulative Progress Indicator (CPI)				
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.				
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.				
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.				
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.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.				
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.13	Describe how culture is expressed through and influenced by the behavior of people.				
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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.				
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.				
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.				
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.				
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.				
8.1.4.A.2	Create a document with text formatting and graphics using word processing.				
8.1.4.A.3	Create and present a multimedia presentation that includes graphics				
8.1.8.A.3	Create a multimedia presentation including sound and images.				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Unit Essential Questions</th> <th style="width: 50%;">Unit Enduring Understandings</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • How did European colonization impact Indian American tribes? • Why did people from various countries immigrate and what challenges did they face? • How did the American identity change over time? • How do/did American immigrants establish and keep their culture/identity? • How have different cultural groups contributed </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • American Indians lived here prior to the European colonization. • Immigrants came to American over centuries and from an abundance of countries. • Immigrants have helped to shape the America we live today. • Cultural identity is directly related one’s individual’s beliefs, values, and traditions. </td> </tr> </tbody> </table>		Unit Essential Questions	Unit Enduring Understandings	<ul style="list-style-type: none"> • How did European colonization impact Indian American tribes? • Why did people from various countries immigrate and what challenges did they face? • How did the American identity change over time? • How do/did American immigrants establish and keep their culture/identity? • How have different cultural groups contributed 	<ul style="list-style-type: none"> • American Indians lived here prior to the European colonization. • Immigrants came to American over centuries and from an abundance of countries. • Immigrants have helped to shape the America we live today. • Cultural identity is directly related one’s individual’s beliefs, values, and traditions.
Unit Essential Questions	Unit Enduring Understandings				
<ul style="list-style-type: none"> • How did European colonization impact Indian American tribes? • Why did people from various countries immigrate and what challenges did they face? • How did the American identity change over time? • How do/did American immigrants establish and keep their culture/identity? • How have different cultural groups contributed 	<ul style="list-style-type: none"> • American Indians lived here prior to the European colonization. • Immigrants came to American over centuries and from an abundance of countries. • Immigrants have helped to shape the America we live today. • Cultural identity is directly related one’s individual’s beliefs, values, and traditions. 				

<p>to the US?</p>			
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Explain how America is a “melting pot”. • Relate key historical events to present day culture and citizenship. • Understand immigration from long ago through to modern day. 			
<p>Evidence of Learning</p>			
<p>Equipment/Materials needed: ~TCI subscription ~TCI textbook/interactive student notebook ~Smartboard/projector</p> <p>Teacher Resources: TCI scope and Sequence: Lesson 3:all Reading Further: NYC: Layers of the Past Lesson - <u>How Do People Become Part of Our Country?</u> Student Subscription - Enrichment Reading -- Becoming a Citizen School house rock video- The Great American Melting Pot – Immigration https://www.youtube.com/watch?v=5ZQl6XBo64M</p> <p>Brainpop video-Immigration Discovery Education video: American Heritage: Immigration to the United States (20 min) Discovery Education video: Arriving in America: The Making of a Multicultural Nation 1880-1920 (13 min) Discovery Education video: Moving to America: Then and Now (19 min.) Website: http://www.libertyskids.com/ Video: Liberty Kid’s Video library (40 videos) Scholastic webquest : Ellis Island http://teacher.scholastic.com/activities/immigration/tour/ LAL integration: <i>Guided Reading Book: The Orphan at Ellis Island (Level S)</i> <i>If Your Name was Changed at Ellis Island</i></p>			
<p>Formative Assessments: Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessment include but are not limited to:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Design an invitation/flyer promoting Ellis Island. • Research and present your cultural heritage to the class. • Make a presentation of your choosing depicting your family’s cultural heritage. </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Map your route from your home country to your new settlement. • Write a journal entry about your first day in America. • Answer the question “What if Ellis Island never existed?” </td> </tr> </table>		<ul style="list-style-type: none"> • Design an invitation/flyer promoting Ellis Island. • Research and present your cultural heritage to the class. • Make a presentation of your choosing depicting your family’s cultural heritage. 	<ul style="list-style-type: none"> • Map your route from your home country to your new settlement. • Write a journal entry about your first day in America. • Answer the question “What if Ellis Island never existed?”
<ul style="list-style-type: none"> • Design an invitation/flyer promoting Ellis Island. • Research and present your cultural heritage to the class. • Make a presentation of your choosing depicting your family’s cultural heritage. 	<ul style="list-style-type: none"> • Map your route from your home country to your new settlement. • Write a journal entry about your first day in America. • Answer the question “What if Ellis Island never existed?” 		
<p>Summative Assessment (end of module)</p> <ul style="list-style-type: none"> • Students’ performance on the common assessment will be a significant factor in the determination of report card grades. • Rubric for summative assessment 			

HADDONFIELD PUBLIC SCHOOLS

Lesson Plans
Suggested Lesson Pacing: 8 weeks (November-December)
Teacher Notes:
Curriculum Development Resources Click the links below to access additional resources used to design this unit: http://www.state.nj.us/education/cccs/2014/ss/ http://www.teachtci.com/ Interactive Online Game: http://www.ballard-tighe.com/eaweb/interactiveonline/activities/ea7_2.swf Interactive Online Game: http://www.ballard-tighe.com/eaweb/interactiveonline/activities/ea6_2.swf Interactive Online Game: http://www.harcourtschool.com/ss1/adventure_activities/grade4.html

HADDONFIELD PUBLIC SCHOOLS

Unit Overview	
Content Area: Social Studies	
Target Course/Grade Level: 4	
Unit Title: Geography, People, and the Environment	
Overview: During this unit, students will learn about the regions of the United States. They will analyze the geographic features of each region and distinguish between the regions in order to describe what make them unique. The students will locate the individual states, landforms, important landmarks, etc. on a map of the United States. They will also learn a brief history of each region including who settled there, when, and why.	
NJCCC Standard Number: 6.1 U.S. History: America in the World	
Standard Statement: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Primary interdisciplinary connections: ~Everyday Math (World Tour with map skills and coordinate grids)	
21st Century Skills/Themes:	
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.	
Learning Targets	
Strand: Geography, People, and the Environment	
Content Statements	
<ul style="list-style-type: none">• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.• Places are jointly characterized by their physical and human properties.• The physical environment can both accommodate and be endangered by human activities.• Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.• Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.• Advancements in science and technology can have unintended consequences that impact individuals and/or societies.• Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	

HADDONFIELD PUBLIC SCHOOLS

<p>Technology Statements:</p> <ul style="list-style-type: none"> • Plan strategies to guide inquiry. • Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. • Evaluate and select information sources and digital tools based on the appropriateness for specific tasks • Select and use applications effectively and productively. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
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, 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 for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
8.1.5.A.5	Create and use a database to answer basic questions.
8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How have landforms, climate, and weather, and availability of resources impacted where and how people live and work in different regions of the United States? • How has human interaction and settlement patterns impact the environment among the 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The United States is comprised of different regions. • Each region is unique in its climate, landforms, vegetation, and industries. • Specific locations in the United States can be

HADDONFIELD PUBLIC SCHOOLS

<p>United States' regions?</p> <ul style="list-style-type: none"> • How can spatial thinking and geographic tools be used to describe and analyze the spatial patterns and organization of people, places, and environment in the different regions of the US? 	<p>located by using latitude and longitude.</p> <ul style="list-style-type: none"> • Throughout history the regions of the United States have been settled for different reasons by a number of diverse groups of people.
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Name the different regions of the United States. • Describe the characteristics of each region of the United States. • Compare and contrast the features of each region in the United States. • Relate the states with their capital located in the United States. • Summarize the basic history of each region in the United States. • Locate various landmarks and/or geographical features on a map of the United States. 	
<p style="text-align: center;">Evidence of Learning</p>	
<p>Equipment/Materials needed: ~TCI subscription ~TCI textbook/interactive student notebook ~Smartboard/projector</p> <p>Teacher Resources: TCI Scope and Sequence: <u>General Geography</u> Lessons 14.1, 14.2, 14.3, Reading Further: Uncovering the Secrets of Ozette <u>General Geography/Introduction to US Regions</u> Lessons 2.1-2.12 <u>Northeast Region</u> Lessons 4.1-4.11, Reading Further: Lowell, Massachusetts: Factory Life Lessons 5.1-5.7, Reading Further: Inventing New Ways of Living <u>Southeast Region</u> Lessons 6.1-6.9, Reading Further: The Quilters of Gee's Bend Lessons 7.1-7.6, Reading Further: Hurricane Andrew <u>Midwest Region</u> Lessons 8.1-8.9, Reading Further: Detroit During World War II Lessons 9.1-9.9, Reading Further: Corn: Crop of the Midwest <u>Southwest Region</u> Lessons 10.1-10.9, Reading Further: Freedom or Death Lessons 11.1-11.11 (optional) Reading Further: At Home in the Grand Canyon <u>West Region</u> Lessons 12.1-12.9, Reading Further: Exploring the Pacific Crest Trail Lessons 13.1-13.8, Reading Further: Portland, Oregon: Green and Clean</p>	

HADDONFIELD PUBLIC SCHOOLS

Lesson - Geography of the United States

Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing

Lesson - Where in the United States Is Our Community?

Student Subscription - Enrichment Reading -- Words of Freedom

Lesson - Population Density and Life in the Northeast

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription: Section 3 -- Reading a Population Density Map
Student Subscription: Summary

Lesson - A Train Tour of the Northeast

Student Subscription: Section 9 -- Independence Hall: The Birthplace of the United States
Student Subscription: Section. 12 -- Our National Monuments

Lesson - The Effects of Geography on Life in the Southeast

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription: Section 2 -- Elevation: Lowlands and Highlands

Lesson - A Boat and Bus Tour of the Southeast

Student Subscription: Section. 10 -- Montgomery, Alabama: Birthplace of the Civil Rights Movement
Enrichment Resources: Biography Bank: Marshall, Thurgood (1908-1993)

Lesson - A Crop Duster Tour of the Midwest

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Section 1 -- Introduction

Lesson - A Big Rig Tour of the Southwest

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Student Subscription: Section 1 -- Introduction

Lesson - A Case Study in Water Use: The Colorado River

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Student Subscription: Section 1 -- Introduction

Lesson - A Van and Airplane Tour of the West

Teacher Subscription: Presentation - Preview
Teacher Subscription: Presentation - Activity
Teacher Subscription: Presentation - Processing
Teacher Subscription: Presentation - Reading Further
Student Subscription: Section 1 -- Introduction
Student Subscription: Reading Further -- Exploring the Pacific Crest Trail

Lesson - Cities of the West

Teacher Subscription: Presentation - Activity
Student Subscription: Section 2 -- Denver, Colorado
Student Subscription: Section 3 -- Salt Lake City, Utah
Student Subscription: Section 4 -- Boise, Idaho
Student Subscription: Section 5 -- Seattle, Washington
Student Subscription: Section 6 -- Portland, Oregon
Student Subscription: Section 7 -- San Jose, California
Student Subscription: Section 8 -- Las Vegas, Nevada

Lesson - The Diverse Peoples of the West

HADDONFIELD PUBLIC SCHOOLS

Student Subscription: Enrichment Reading -- People and the Environment

US states and capitals rap: <https://www.youtube.com/watch/?v=yUYqqNVBBOg>

US states and capitals rap: https://www.youtube.com/watch?v=_E2CNZIIVIg&feature=player_embedded

US States and capitals song: <https://www.youtube.com/watch/?v=rypfHVuxuo4>

US States song: <https://www.youtube.com/watch/?v=se3PMbThhsg>

Introduction to US 5 US regions: <https://www.youtube.com/watch?v=FP1dpWnNGmU>

Intro to US geography and regions: <https://www.youtube.com/watch/?v=9RhPIrgk0-0>

Video: The Northeast Region <https://www.youtube.com/watch?v=64PpR8vM7AE>

Multiple Discovery Education Videos for each of the US Regions

Formative Assessments: Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessment include but are not limited to:

- Practice measuring distance on a map of the United States and use a map scale to convert measurement to distances.
- Research industries in the different regions of the United States and create representative symbols to be placed on a class map of the United States.
- Small group research landforms in the United States and create physical representations to be placed on a class map

Summative Assessment (end of module)

- Students' performance on the common assessment will be a significant factor in the determination of report card grades.
- [4th Grade US Regions Summative Assessment](#)
- [4th Grade US Region Summative Assessment Graphic Organizers](#)
- [Performance Assessment Rubric](#)

Link to alternative options for presentation:

<http://www.lauracandler.com/filecabinet/socialstudies/StateorRegionProject.pdf>

Lesson Plans

Suggested Lesson Pacing: 16 weeks (January-April)

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/2014/ss/>

<http://www.teachtci.com/>

More general sites for resources:

<http://www.50states.com/>

LAL integration: Reader's Theater script for SE US:

<http://www.rosalindflynn.com/pdf%20files/SoutheastUS.pdf>

State poster project



HADDONFIELD PUBLIC SCHOOLS

Unit Overview	
Content Area: Social Studies	
Target Course/Grade Level: 4	
Unit Title: Economics, Innovation, and Technology	
<p>Overview: In this unit, students will learn how needs and wants as well as supply and demand influence producers and consumers. They will explore the interrelationship between availability of the goods and services in the public and private market of the national community. Students will understand how in increase in technology and communication has influenced the United States society.</p>	
NJCCC Standard Number: 6.1 U.S. History: America in the World	
<p>Standard Statement: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>Primary interdisciplinary connections: PTO financial literacy project, Everyday Math money/word problems</p>	
21st Century Skills/Themes:	
9.2.4.A.2	Identify potential sources of income and their limitations.
9.2.4.A.2	Identify potential sources of income and their limitations.
9.2.4.B.1	Differentiate between financial wants and needs.
9.2.4.B.2	Identify age-appropriate financial goals.
9.2.4.C.4	Determine the relationships among income, expenses, and interest.
9.2.4.C.5	Determine personal responsibility related to borrowing and lending.
9.2.4.D.2	Explain the concept of “opportunity cost.”
9.2.4.D.3	Explain what it means to “invest.”
9.2.4.D.4	Distinguish between saving and investing.
NJ Technology Standards:	
8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information.
8.1.4.C.1	Engage in <u>online discussions</u> with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
Learning Targets	
Strand: C. Economics, Innovation, and Technology	

HADDONFIELD PUBLIC SCHOOLS

<p>Content Statements</p> <ul style="list-style-type: none"> • People make decisions based on their needs, wants, and the availability of resources. • Economics is a driving force for the occurrence of various events and phenomena in societies. • Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes. • Availability of resources affects economic outcomes. • Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. • 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. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.1	Apply <u>opportunity cost</u> to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <u>incentives</u> vary between and among producers and consumers.
6.1.4.C.4	Describe how <u>supply and demand</u> influences price and output of products.
6.1.4.C.5	Explain the role of <u>specialization</u> in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the <u>global market and events</u> in the world community.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
6.1.4.C.13	Determine the qualities of entrepreneurs in a <u>capitalistic</u> society.
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 <u>information age</u> .
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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does the growth of technology and communications systems affect the nation's economy? • How does the access to and use of resources affect different regions in the United States? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Supply and demand varies from region to region. • The availability of goods and services is directly related to producers and consumers. • The growth of technology and development of communications systems has influenced the nation market.
<p>Unit Learning Targets</p> <p><i>Students will ...</i></p>	

- Distinguish between needs and wants.
- Determine availability of resources based on a given area. (United States/regionally)
- Describe supply and demand and its relationships between producers and consumers.
- Compare and contrast how availability of resources affects people differently.

Evidence of Learning

Equipment/Materials needed:

- ~TCI subscription
- ~TCI textbook/interactive student notebook
- ~Smartboard/projector

Teacher Resources:

TCI Scope and Sequence:

Lessons 16.1-16.6

Reading Further: Doing Real Work in the Real World (optional)

Lesson - Industrialization and the Modern United States

- Teacher Subscription: Presentation - Preview
- Teacher Subscription: Presentation - Activity
- Student Subscription: Section 1 -- Introduction
- Student Subscription: Section 7 -- The Civil Rights Movement
- Student Subscription: Summary

Lesson - How Does Our Economy Work?

- Student Subscription - Enrichment Reading -- Yogi's Yogurt

Brainpop video-Supply and Demand

Discovery Education video: Understanding Economics (23 min.)

Discovery Education video: Economics: The production, Distribution, and Consumption of Goods (16 min.)

Discovery Education video: Economics in Our Age: Good And Services (11 min.)

Discovery Education video: Economics in Our Age: Supply and Demand (10 min.)

Formative Assessments: Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessment include but are not limited to:

- Further Reading (TCI)
- Pairs select 2 goods or services and write an essay to defend why their good or service is more important/sustainable.

Summative Assessment (end of module)

- Students' performance on the common assessment will be a significant factor in the determination of report card grades.
- [Rubric for formative assessment](#)

Suggested Lesson Pacing: 8 weeks (May-June)

Teacher Notes:

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/2014/ss/>

<http://www.teachci.com/>

Additional general resources:

https://www.practicalmoneyskills.com/foreducators/lesson_plans/children.php

<http://www.econedlink.org/lessons/index.php?lid=361&type=student>

http://www.scholastic.com/teachers/top_teaching/2010/01/class-economy

[Economy Lapbook Unit](#)

[Global Markets](#)

[The ABC's of Saving](#)

[The Adventures of Dollar Bill](#)

[Why Do I Want All This Stuff](#)

[Marketplace Business Plan](#)

[Economics Scavenger Hunt](#)

[Economics Vocabulary](#)

[Economics Vocab Quiz](#)

Slide Share: http://www.slideshare.net/juselig/basic-economics-for-elementary?next_slideshow=1

[Economics PPT](#)

See 4th grade Economics folder on share drive for more!