

# SCHOOL DISTRICT OF THE CHATHAMS

## Social Studies

Grade 4

Full Year

### Course Overview

The Social Studies curriculum in the 4<sup>th</sup> grade introduces students to the Social Sciences of Geography, History, Economics and Political Science while giving them experience in using each as a lens to explore life in the United States. Through inquiry-based learning activities that explore the people, culture, geography and economics of different regions of the United States, students practice developing questions, analyzing and evaluating evidence, seeking diverse perspectives, and developing claims that use evidence to present solutions and explanations.

### New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at [www.nj.gov/education/cccs/2020/](http://www.nj.gov/education/cccs/2020/).

#### Civics, Government, and Human Rights

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.7: Explain how national and state governments share power in the federal system of government.

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.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.

#### Geography, People and the Environment

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.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.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

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.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.

### Economics, Innovation and Technology

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

### Civics, Government, and Human Rights

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

### Geography, People, and the Environment

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

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6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

### Technology Standards

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

***Revision Date: September, 2021***

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols

9.4.5.TL.5: Collaborate digitally to produce an artifact

### **21st Century Integration | NJSLS 9**

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

9.1.5.EG.2: Describe how tax monies are spent.

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

### **Career Ready Practice**

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity increase collaboration and communicate effectively.

CRP12. Work productively in teams while using cultural/global competence.

### **Interdisciplinary Connections**

#### **English Language Arts**

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
  - B. Provide reasons that are supported by facts from texts and/or other sources.
  - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon rules for discussions and carry out assigned roles.
  - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

#### Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

<b>Units of Study</b>
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#### Course Essential Questions:

- How can I use Social Studies to help me learn more about myself and others and to better understand the world we live in?
- How can I develop the best strategies of accessing various sources of information and evidence, determining their accuracy, and using them to understand an issue or solve a problem?
- How can I think about my thinking in order to improve my thinking?

#### Unit 1: How Social Studies Works (~24 classes)

- What do social scientists do?
- How does economics help me understand how individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?
- How does geography help me understand how physical and human geography help me understand how where people live affects how people live?
- How does political science work to help me understand how citizens use power, authority, governments and law to balance the needs of individuals and the common good?

- How does history work to help me understand cause and effect, continuity and change, and how do they influence me?

#### Unit 2: Northeast (~24 classes)

- How are the cultures and economies of the Northeast both similar and different from other regions in the United States?
- How are people in the Northeast similar and different from other people in the Northeast?
- What are different parts of the Northeast like?
- How do people live in the Northeast?

#### Unit 3: Southeast (~24 classes)

- How are the cultures and economies of the Southeast both similar and different from other regions in the United States?
- How are people in the Southeast similar and different from other people in the Southeast?
- What factors have shaped the culture of the Southeast, and how have they changed over time?

#### Unit 4: Midwest (~24 classes)

- How are the cultures and economies of the Midwest both similar and different from other regions in the United States?
- How are people in the Midwest similar and different from other people in the Midwest?
- How do geography, climate and natural resources affect the way people live and work in the Midwest?
- How can I develop the best strategies of accessing various sources of information and evidence, determining their accuracy, and using them to understand an issue or solve a problem?

#### Unit 5: Southwest (~24 classes)

- How are the cultures and economies of the Southwest both similar and different from other regions in the United States?
- How are people in the Southwest similar and different from other people in the Southwest?
- How have geography and history shaped life in the Southwest?
- What challenges do the unique characteristics of the environment and climate of the Southwest present to the people of the Southwest and how do people overcome them?

#### Unit 6: West (~24 classes)

- How are the cultures and economies of the west both similar and different from other regions in the United States?
- How are people in the west similar and different from other people in the west?
- What are the features that have drawn people to the west?

<h3>Learning Objectives/Discipline Standards of Practice</h3>
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#### Learning Objectives:

- Students will understand that Social Studies is the study of how people live their lives as individuals and in groups.
- Students will develop and practice age-appropriate skills and habits of social scientists to better understand and shape their lives and their world.

#### Discipline Standards of Practice:

- Developing Questions and Planning Inquiry

**Revision Date:** September, 2021

- Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
  - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
  - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
  - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
  - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
  - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
  - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

### **Instructional Resources and Materials**

Whole class resources have been identified with an asterisk.

*Teachers may assign, recommend, and make available supplemental instructional resources and materials in the form of book excerpts, articles, essays, data-sets, video clips, maps, charts, photographs, art, music and web-based materials book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials in connection with lessons throughout the year. Instructional and reference materials to support student learning are recommended by the Social Studies Department and are included in Units of Study outlines.*

*Instructional materials are recommended by and included in Units of Study resources and vary in order to explore essential questions and meet the learning needs of students.*

## **Resources**

Online Instructional Program and Student Journal: Social Studies Alive!, *Regions of our Country*, Teachers Curriculum Institute, 2022

## **Supplemental Materials**

- Possible Supplemental Texts:
  - *Sit-In: How Four Friends Stood Up by Sitting Down* by Andrea Pinkney
  - *The Lions of Little Rock* by Kristin Levine
  - *How the States Got Their Shapes* by Mark Stein
- Possible Supplemental Online Instructional Materials:
  - Scholastic News
  - iCivics
  - Data.gov
  - USAFacts.org
  - United States Census
  - US Board on Geographic Names | US Geological Survey
  - Minnesota Historical Society
  - Internet Archive
  - Atlas Obscura
  - Statistics in Schools - US Census Bureau

## **Assessment Strategies**

*Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).*

*Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:*

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, project-based, activities such as presentations, mock trials, historic role plays and debates.
- Guided question responses in structured analysis of primary and secondary sources.
- Annotation, notation and analytical mark-ups of primary and secondary source, text, images, and maps.
- Drawings, image collages and sketched representations of historical concepts, developments, and events.

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- Written responses to Document-Based Questions.
- Quizzes and tests with traditional assessment tools such as short answers, map identification questions and persuasive paragraphs.