

Brigantine Public School District

Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Curriculum Design

Content Area: Social Studies

Course Title: General Social Studies

Grade Level: 4

This Land is Your Land

6 weeks

Work and Play

6 weeks

Puzzles and Mysteries

6 weeks

Adventures by Land, Air, and Water

6 weeks

Reaching for Goals

6 weeks

Date Revised: August 2015

Board Approved on: August 27, 2015

Unit 1 Overview

Content Area: Social Studies

Unit 1 Title: This Land is Your Land

Grade Level: 4

Unit Summary: How do the diverse regions and peoples of the United States reflect its greatness?

We are a diverse nation of people. Each different culture in our country enriches our lives.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

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

Standards

This unit covers the following standards:

6.1 U.S. History: America in the World: 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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Content Statements

- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Economics is a driving force for the occurrence of various events and phenomena in societies.

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<ul style="list-style-type: none"> Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
<p>Unit Essential Questions-</p> <ul style="list-style-type: none"> What experiences bring diverse peoples together? What did Lewis and Clark learn on their journey? What can we learn about the United States as we travel? What is unique about the landscape of the Southwest? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Experiencing one another’s cultures is a way to bring diverse people together. Lewis and Clark learned many things on their journey. We can learn about different groups of people as we travel. The Southwest has a very unique landscape, unlike other parts of the country.
Evidence of Learning	
<p>Summative Assessment</p> <p>End of Year Test Selection Test NJASK 4</p> <p>Benchmark Assessment – My World: NJ Benchmark Assessment</p> <p>Equipment needed: www.pearsonsuccessnet.com</p> <p>Teacher Resources: My World: NJ ©2013 Pearson</p>	
<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> Menus Choice Boards Tiered Assignments Partner work Leveled Texts Flexible grouping Compacting Varying question levels 	

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Formative Assessments

- Teacher Observation
- Classroom participation
- Unit Benchmark
- Baseline Test

Unit 2 Overview

Content Area: Social Studies

Unit 2 Title: Work and Play

Grade Level: 4

Unit Summary: What is the value of work and play?

One must work hard in order to reap the rewards of being able to enjoy themselves.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

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

Standards

This unit covers the following standards:

6.1 U.S. History: America in the World: 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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Content Statements

- 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.

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- 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 actions against unfairness.
- Individuals and families have unique characteristics.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

CPI #	Cumulative Progress Indicator (CPI)
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.

<p>Unit Essential Questions-</p> <ul style="list-style-type: none"> • How can we learn to appreciate the talents of others? • How can we work together to achieve a goal? • What can we accomplish by using our imaginations? • What is the value of a job well done? • What is the job of the President of the United States? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • We can learn to appreciate others by accepting one another for who they are. • We can work together to achieve a goal by cooperating. • We can accomplish many things by using our imaginations. • The value of a job well done is the pride you will feel. • The President of the United States is responsible for running our country.
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Evidence of Learning

Summative Assessment

End of Year Test

Selection Test

NJASK 4

Benchmark Assessment – My World: NJ Benchmark Assessment

Equipment needed: www.pearsonsuccessnet.com

Teacher Resources: My World: NJ ©2013 Pearson

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments

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- Partner work
- Leveled Texts
- Flexible grouping
- Compacting
- Varying question levels

Formative Assessments

- Teacher Observation
- Classroom participation
- Unit Benchmark
- Baseline Test

Unit 3 Overview	
Content Area: Social Studies	
Unit 3 Title: Puzzles and Mysteries	
Grade Level: 4	
<p>Unit Summary: Is there an explanation for everything? The more you know, the more you understand.</p> <p>Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
Learning Targets	
<p>Standards</p> <p>This unit covers the following standards:</p> <p>6.1 U.S. History: America in the World: 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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Places are jointly characterized by their physical and human properties. • Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. 	
CPI #	Cumulative Progress Indicator (CPI)
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.

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6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept regionalism.
Unit Essential Questions- <ul style="list-style-type: none">• How can knowing another language create understanding?	Unit Enduring Understandings <ul style="list-style-type: none">• Knowing another language can bridge the language barrier between people.
Evidence of Learning	
Summative Assessment End of Year Test Selection Test NJASK 4 Benchmark Assessment – My World: NJ Benchmark Assessment Equipment needed: www.pearsonsuccessnet.com Teacher Resources: My World: NJ ©2013 Pearson	
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none">• Menus• Choice Boards• Tiered Assignments• Partner work• Leveled Texts• Flexible grouping• Compacting• Varying question levels	
Formative Assessments <ul style="list-style-type: none">• Teacher Observation• Classroom participation• Unit Benchmark• Baseline Test	

Unit 4 Overview

Content Area: Social Studies

Unit 4 Title: Adventures by Land, Air, and Water

Grade Level: 4

Unit Summary: What makes an adventure?

An adventure is when you try something new or go to a new place.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

21st century themes: This unit addresses Standards 9.1.C- Collaboration, Teamwork, and Leadership and 9.1.D Cross-Cultural Understanding and Interpersonal Communication.

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CRP4. Communicate clearly and effectively and with reason.

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

Learning Targets

Standards

This unit covers the following standards:

6.1 U.S. History: America in the World: 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 decision that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Content Statements

- There are many different cultures within the classroom and community.
- Places are jointly characterized by their physical and human properties.
- 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.

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- 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.

CPI #	Cumulative Progress Indicator (CPI)
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
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.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Unit Essential Questions-	Unit Enduring Understandings
<ul style="list-style-type: none"> • What surprises can happen on an expedition? • How did an adventure by two famous women break tradition? 	<ul style="list-style-type: none"> • The exciting part about an expedition is the surprises awaiting you. • Adventures lie ahead of those who are willing to go on an expedition.

Evidence of Learning

Summative Assessment
 End of Year Test
 Selection Test
 NJASK 4
Benchmark Assessment – My World: NJ Benchmark Assessment
Equipment needed: www.pearsonsuccessnet.com
Teacher Resources: My World: NJ ©2013 Pearson

- Modifications: (Special education, ELLs, at-risk students, gifted and talented)**
- Menus
 - Choice Boards
 - Tiered Assignments
 - Partner work
 - Leveled Texts
 - Flexible grouping
 - Compacting
 - Varying question levels

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Formative Assessments

- Teacher Observation
- Classroom participation
- Unit Benchmark
- Baseline Test

Unit 5 Overview

Content Area: Social Studies

Unit 5 Title: Reaching for Goals

Grade Level: 4

Unit Summary: What does it take to achieve our goals and dreams?

It takes hard work and perseverance to achieve our goals and dreams.

Primary interdisciplinary connections: Reading Informational Text; Speaking and Listening; Technology

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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Learning Targets

Standards

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Content Statements

- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- Key historical events, documents, and individuals led to the development of our nation.
- There are many different cultures within the classroom and community.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.11	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in

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	subsequent generations.	
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.	
Unit Essential Questions-	Unit Enduring Understandings	
<ul style="list-style-type: none"> • How can words change people’s lives? • How can our abilities influence our goals and dreams? • How can one person’s view of the world affect others? 	<ul style="list-style-type: none"> • Words can positively or negatively impact a person’s life. • When we learn what our nature talents are; they may influence our goals and dreams. • One person’s view of the world can positively or negatively impact another’s view of the world. 	
Evidence of Learning		
Summative Assessment		
End of Year Test		
Selection Test		
NJASK 4		
Benchmark Assessment – My World: NJ Benchmark Assessment		
Equipment needed: www.pearsonsuccessnet.com		
Teacher Resources: My World: NJ ©2013 Pearson		
Modifications: (Special education, ELLs, at-risk students, gifted and talented)		
<ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Compacting • Varying question levels 		
Formative Assessments		
<ul style="list-style-type: none"> • Teacher Observation • Classroom participation • Unit Benchmark 	<ul style="list-style-type: none"> • Baseline Test 	