



# Somerville Public Schools

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## Office of Curriculum and Instruction

### Social Studies

### Grade 4

### ABSTRACT

Students in grade four expand their understanding of diversity as they analyze the effects of prejudice and stereotyping in the United States through a discussion of such topics as slavery, internment camps during World War II, and post 9/11 America. The study of immigration trends aids in the understanding of the shifting demographic and culture of their community and nation. The history of the first settlers of America focuses on the establishment of the colonies and the sequence of events that led to the American Revolution. Students examine the lives of significant citizens of the Revolutionary government and use digital tools and authentic documents to analyze their accomplishments and the ongoing struggle for human rights. Map skills and awareness of the technology that supported the efforts of early Americans are developed as students plot the locations of significant Revolutionary battles and research the innovations produced during that period in American history. An awareness of the implications of the global economic market is emphasized during a culminating project-based learning experience in which students collaborate to create and market a product or service aimed at enhancing life in their community. Benchmark assessments are employed to track individual student progress.

*Adopted by the Somerville Board of Education on July 25, 2017*



# SOMERVILLE PUBLIC SCHOOLS

## Social Studies – Grade 4

Pacing Guide/ Marking	September	October	November	December	January
<b>2014 New Jersey Student Learning Standards Social</b>	6.1.4.D.16, 6.1.4.D.18-20	6.1.4.D.2, 6.1.4.D.13-14	6.1.4.A.11-13	6.1.4.D.5-7	6.1.4.B.1-3
<b>Essential Question:</b>	What factors influence an individual's perception of events and people?	What factors shape the experiences of immigrants to the United States?	How do the experiences of United States citizens reflect their diverse	How did historical events and individuals impact the beginning of the American Revolution?	What role can geography play in conflicts, such as the American Revolution?
<b>Content:</b>	Diversity	Immigration and American Culture	Citizenship	American Revolution	Maps/American Revolution
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>demonstrate comprehension of the effect of multiculturalism on personal experience and perspective</li> <li>define and provide examples of stereotyping</li> <li>analyze the effect of past and present events on prejudice and stereotyping (e.g., World War II Japanese internment camps, slavery, post 9/11)</li> <li>assess ways in which global communication has impacted cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>create a timeline of immigration trends</li> <li>compare and contrast historical reasons for mass immigration to the United States (e.g., religious persecution, poverty, political freedom)</li> <li>determine the effects of immigration on the development of the American culture</li> <li>conduct statistical research of current immigration trends</li> <li>assess the experience of current immigrants vis à vis stereotyping and prejudice</li> <li>predict possible future outcomes of current immigration (e.g., social, economic, and education changes)</li> </ul>	<ul style="list-style-type: none"> <li>investigate the process by which immigrants become United States citizens</li> <li>compare and contrast the experiences of immigrants from diverse backgrounds</li> <li>conduct research of the rights and responsibilities of citizens at the federal level</li> <li>examine diverse viewpoints regarding citizenship (e.g., political affiliation, regional interests, special interest groups)</li> <li>assimilate diverse viewpoints regarding citizenship in a multimedia presentation</li> </ul>	<ul style="list-style-type: none"> <li>determine the role of early immigrants in the establishment of New Jersey and the American colonies</li> <li>sequence the events leading to the American Revolution (e.g., French and Indian War, Stamp Act, Townshend Act)</li> <li>conduct research of noteworthy figures of the American Revolution (e.g., Governor Livingston of New Jersey, Benjamin Franklin, Thomas Jefferson)</li> </ul>	<ul style="list-style-type: none"> <li>assess the information found on a map</li> <li>determine the statistics useful in the study of history</li> <li>research the significant events and locations in the colonies vis à vis the American Revolution (e.g., Lexington, Concord, Trenton, Princeton, Morristown, Yorktown)</li> <li>analyze the impact of geography on the outcomes of important Revolutionary battles</li> <li>compare and contrast the effectiveness of early geographical tools and current digital tools</li> </ul>



# SOMERVILLE PUBLIC SCHOOLS

## Social Studies – Grade 4

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<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>utilize technology to investigate peers' experiences in other countries (e.g., customs, beliefs, education, style of living)</li> <li>compare and contrast class cultural traditions with those of other nations</li> </ul>			<ul style="list-style-type: none"> <li>examine original authentic documents of the Pre-Revolutionary period and the American Revolution (e.g., the Declaration of Rights, the Declaration of Independence, personal and official letters)</li> </ul>	<ul style="list-style-type: none"> <li>utilize technology to track the events of the American Revolution on a timeline</li> </ul>
<b>Modifications/Accommodations</b>	<p><b>Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, leveled informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>Enrichment/Gifted:</b> Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student's readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p><b>ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p>				
<b>Integration of Technology:</b>	<a href="http://www.state.nj.us/education/">http://www.state.nj.us/education/</a> , Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting				
<b>Writing:</b>	Open-ended responses, conclusions and analysis of exploratory activities, essays, reports, journal entries, oral presentations, group presentations, peer and self-assessments				
<b>Formative Assessments:</b>	Teacher observation, pre-tests, post-tests, reflective journal entries, scoring rubric, benchmark assessments				
<b>Summative Assessments:</b>	Quizzes, tests, projects, oral presentations, benchmark assessments				
<b>Performance Assessments:</b>	Oral presentations, group presentations, dramatizations, projects, multimedia presentations				

### Social Studies – Grade 4

<p><b>Interdisciplinary Connections:</b></p>	<p>*ELA: RI.4.1-10, W.4.1-10 Arts: 1.3.5.D.1 Health/PE: 2.1.6.E.2-3 Technology: 8.1.4.A.1 World Language: 7.1.NM.A.3 21<sup>st</sup> Century Life/Careers: 9.2.4.A.1-4</p>	<p>*ELA: RI.4.1-10, W.4.1-10 Arts: 1.3.5.D.1 Health/PE: 2.1.6.E.2-3 Technology: 8.1.4.A.1 World Language: 7.1.NM.A.3 21<sup>st</sup> Century Life/Careers: 9.2.4.A.1-4</p>	<p>*ELA: RI.4.1-10, W.4.1-10 Arts: 1.3.5.D.1 Health/PE: 2.1.6.E.2-3 Technology: 8.1.4.A.1 World Language: 7.1.NM.A.3 21<sup>st</sup> Century Life/Careers: 9.2.4.A.1-4</p>	<p>*ELA: RI.4.1-10, W.4.1-10 Arts: 1.3.5.D.1 Health/PE: 2.1.6.E.2-3 Technology: 8.1.4.A.1 World Language: 7.1.NM.A.3 21<sup>st</sup> Century Life/Careers: 9.2.4.A.1-4</p>	<p>*ELA: RI.4.1-10, W.4.1-10 Arts: 1.3.5.D.1 Health/PE: 2.1.6.E.2-3 Technology: 8.1.4.A.1 World Language: 7.1.NM.A.3 21<sup>st</sup> Century Life/Careers: 9.2.4.A.1-4</p>
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## Social Studies – Grade 4

Pacing Guide/ Marking	September	October	November	December	January
<b>21<sup>st</sup> Century Themes:</b>	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Health Literacy				
<b>21<sup>st</sup> Century Skills:</b>	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy				
<b>Instructional Materials</b>	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources				
<b>21<sup>st</sup> Century Life and Careers</b>	<p><b>CRP Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP11. Use technology to enhance productivity.</li> <li>• CRP12. Work productively in teams while using cultural global competence.</li> </ul> <p><b>21st Century Life and Careers</b></p> <ul style="list-style-type: none"> <li>• <b>9.1.4.A.1</b> Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</li> <li>• <b>9.1.4.A.2</b> Identify potential sources of income.</li> <li>• <b>9.1.4.A.3</b> Explain how income affects spending and take-home pay.</li> </ul> <p>Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster</p>				



# SOMERVILLE PUBLIC SCHOOLS

## Social Studies – Grade 4

Pacing Guide/ Marking	February	March	April	May/June
<b>2014 New Jersey Student Learning Standards Social</b>	6.1.4.A.14-16	6.1.4.A.2, 6.1.4.A.4-8	6.1.4.B.9, 6.1.4.C.15-18	6.1.4.C.1, 6.1.4.C.4-9, 6.1.C.11
<b>Essential Question:</b>	How do challenges to human rights contribute to conflict?	In what ways are a citizen's rights affected by the government?	How have innovations in technology changed life in the United States?	How can citizens exercise civic responsibility and affect economic change?
<b>Content:</b>	Human Rights	United States Government	Science and Technology	Economics and Active Citizenship
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>collaborate to research threats to human rights in colonial America</li> <li>assess the philosophies of early Revolutionary leaders regarding human rights</li> <li>determine the importance of the issue of human rights during the Revolutionary period</li> <li>analyze authentic documents that expose human rights issues of the Revolutionary War period</li> <li>compare and contrast current global human rights issues</li> </ul>	<ul style="list-style-type: none"> <li>research the iconic documents of the early United States government (e.g., The United States Constitution, The Bill of Rights, the Articles of Confederation)</li> <li>explore the three branches of the government and their responsibilities</li> <li>compare and contrast the structure and power of state versus federal governments</li> <li>analyze the role of compromise in the establishment of the Congress, Supreme Court, and branches of the government</li> <li>identify current and historic government figures in state and federal governments</li> </ul>	<ul style="list-style-type: none"> <li>determine early inventions that impacted American life (e.g., cotton gin, steam engines, farm equipment, transportation advances)</li> <li>assess the effect of industrialization on American productivity over time</li> <li>trace scientific developments from an agricultural society through the information age</li> <li>explain the global impact of the information age</li> </ul>	<ul style="list-style-type: none"> <li>recall needs versus wants</li> <li>discuss the influences on the nation's economy (e.g., households, businesses, labor force, domestic and foreign government regulations)</li> <li>collaborate to determine an unanswered need in the community (e.g., a service, product, performance)</li> <li>outline a group goal for the production of the determined project</li> <li>create a timeline for the execution of the project</li> <li>assess necessary materials, price, and availability</li> <li>examine how cost is affected by resource availability, supply, and demand in the global market</li> <li>create teams (e.g., marketing sales, production)</li> <li>analyze team responsibilities to ensure successful completion of the project</li> <li>produce the final project</li> </ul>



# SOMERVILLE PUBLIC SCHOOLS

## Social Studies – Grade 4

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<b>Skills and Topics:</b>				<ul style="list-style-type: none"> <li>present the project overview in a multimedia presentation</li> <li>determine recipient of proceeds</li> <li>contribute profits to chosen organization</li> </ul>
<b>Modifications/Accommodations</b>	<p><b>Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>Enrichment/Gifted:</b> Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student’s readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p><b>ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p> <p><b>Special Education:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p>			
<b>Technology Standards and Integration of Technology:</b>	<p>Technology Standards</p> <ul style="list-style-type: none"> <li>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.</li> <li>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures</li> <li>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</li> </ul> <p>Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting</p>			
<b>Writing:</b>	Open-ended responses, conclusions and analysis of exploratory activities, essays, reports, journal entries, oral presentations, group presentations, peer and self-assessments			
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### Social Studies – Grade 4

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